DOCUMENT RESUME

ED 466 918	EC 309 066
TITLE	To Assure the Free Appropriate Public Education of All Children with Disabilities (Individuals with Disabilities Education Act, Section 618). Twenty-Third Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2001.
INSTITUTION	Department of Education, Washington, DC.; Westat, Inc., Rockville, MD.
PUB DATE	2002-03-00
NOTE	715p.
CONTRACT	HS97020001
AVAILABLE FROM	ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free). For full text: http://www.ed.gov/offices/OSERS/OSEP.
PUB TYPE	Legal/Legislative/Regulatory Materials (090) -- Numerical/Quantitative Data (110)
EDRS PRICE	EDRS Price MF04/PC29 Plus Postage.
DESCRIPTORS	Access to Education; Behavior Problems; Compliance (Legal); *Disabilities; Early Intervention; *Educational Assessment; Educational Change; Educational Environment; Educational History; *Educational Legislation; Educational Technology; Elementary Secondary Education; Family Involvement; Federal Legislation; Graduation; Higher Education; Inclusive Schools; Infants; Language Minorities; *Outcomes of Education; Preschool Education; Program Implementation; *Special Education; Special Education Teachers; State Programs; *Student Characteristics; Student Placement; Teacher Education Programs; Teacher Recruitment; Toddlers; Transitional Programs
IDENTIFIERS	*Individuals with Disabilities Education Act

ABSTRACT

This 23rd annual report to Congress on the implementation of the Individuals with Disabilities Education Act 1997 (IDEA) discusses the progress of students with disabilities. It includes a number of modules reporting on the results of the National Assessment. Section 1 includes five modules that present state-reported data on high school gradation rates for students with disabilities, information about the participation and performance of students with disabilities in state assessments, challenges to providing secondary education and strategies, outcomes for students with problem behaviors, and data from the National Early Intervention Longitudinal Study. Section 2 contains information on the characteristics of students receiving services under IDEA. The five modules in Section 3 examine some of the programs and services available within schools for children with disabilities and include preliminary results from the National Assessment Program. Educational environments, family involvement, personnel needs, early intervention services, and state and local implementation are discussed. The final section contains three modules describing state improvement activities, the planning process used to develop the Part D National Activities Program, and the National Assessment Program. Extensive appendices provide data tables on child count, placement, personnel, graduation rates, discipline, population and enrollment, and early intervention. (Sections contain references.) (CR)

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TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL CHILDREN WITH DISABILITIES

Individuals with Disabilities Education Act, Section 618

Twenty-third Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act

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U.S. Department of Education

2001

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This report was produced under U.S. Department of Education Contract No. HS97020001 with Westat. Judith Holt served as the contracting officer's technical representative.

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2001
(Published March 2002)

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Executive Summary

In the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA), Congress directed the U.S. Department of Education to undertake a national assessment of activities carried out under the Act (§674(b)). This volume of the *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act* includes a number of modules reporting on the results of the National Assessment, as stipulated in Section 674(b)(4)(B) of the IDEA Amendments of 1997. For this reason, the format of this report varies somewhat from that of other recent volumes.

Section I—Results

The results section includes five modules. The first module presents State-reported data on high school graduation rates for students with disabilities. The second provides information about the participation and performance of students with disabilities in State assessment systems. It also discusses alternate assessments. The third module describes challenges to providing secondary education and transition services to youth with disabilities and presents strategies for meeting those challenges. Outcomes for Students with Problem Behaviors in School is the fourth module. It examines trends and outcomes for students with problem behaviors and describes effective prevention practices. The last module in this section presents data from the National Early Intervention Longitudinal Study (NEILS).

High School Graduation Among Students with Disabilities

- Graduation rates for students age 14 and older with disabilities have climbed steadily since 1993-94. During this same time, the dropout rate among this population has declined.

- Graduation rates for students age 14 and older with disabilities varied by disability category; students with visual impairments had the highest graduation rate, while students with emotional disturbance had the lowest graduation rate.

- Graduation rates also varied by race/ethnicity, ranging from 63.4 percent among white students to 43.5 percent among black students.

Participation and Performance of Students with Disabilities in State Assessment Systems

- According to public reports collected from States in 1999, participation rates in State assessments varied from 33 percent to 97 percent of students with disabilities. The performance levels of students with disabilities also varied widely.

- The assessment participation rates of students with disabilities have increased in over half of the States and remained the same in another 25 percent of States. Only one State reported participation rates that are lower than in previous years.

- Differences in data collection and management systems may contribute to difficulties in reporting data for students with disabilities.

Challenges To Providing Secondary Education and Transition Services for Youth with Disabilities

- Individual education program (IEP) teams must work to ensure that high expectations are maintained and students with disabilities are afforded opportunities to develop skills through a wide range of curricular options, including vocational education, service learning, community work experience, and adult living skills.

- Diversity in graduation requirements is complicated by an increasingly diverse set of possible diploma options within individual States. In addition to the standard high school diploma, some States offer special education diplomas, certificates of completion, occupational diplomas, and others.

- Because of the critical role that parents play in assisting their children in making the transition from school to adult life, additional attention must be given to establishing strategies and methods needed to actively engage them in discussions and decisions concerning school and postschool options.

Outcomes for Students with Problem Behaviors in School: Issues, Predictors, and Practices

- About 50 percent of students identified under IDEA as having emotional and behavioral disorders drop out of school. Once they leave school, these

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students lack the social skills necessary to be successfully employed; they consequently suffer from low employment levels and poor work histories.

- Poverty is the single greatest predictor of academic and social failure in America's schools.

- For students with problem behavior, positive behavioral supports help to prevent many of the predictable behavior problems that typically begin a pattern of escalating academic and social failures.

Results Experienced by Children and Families Entering Early Intervention

- Data on physical health indicate that many parents of children entering early intervention reported their child's health to be very good or excellent; however, the proportions were smaller than those reported for the general child population under age 5.

- Children who begin early intervention at less than 12 months of age are much more likely to have a diagnosed condition or a risk condition.

- In NEILS, several different long-term outcomes for former recipients of early intervention are being examined, including the need for future services, physical health, developmental attainments, academic skills, memberships in groups such as being a member of a sports team, and interpersonal relationships such as friendships.

Section II—Student Characteristics

This section contains information about the characteristics of children and students receiving services under IDEA. The populations reported are children and families entering early intervention, preschoolers, students ages 6 through 21, and limited-English-proficient (LEP) students with disabilities.

Characteristics of Children and Families Entering Early Intervention

- In 1999-2000, 205,769 children and their families in the United States received early intervention services under Part C of IDEA. This figure represents 1.8 percent of the Nation's infants and toddlers.

- Among the children receiving early intervention, there was a high incidence of children of very low birth weight in all racial/ethnic groups, but the proportions differed by race/ethnicity.

- Families of nearly all children in early intervention reported that their children had a place to go for regular medical care and were covered by health insurance.

Preschoolers Served Under IDEA

- States reported serving 588,300 preschool children with disabilities during the 1999-2000 school year, or 5 percent of all preschoolers who lived in the United States and Outlying Areas during the year.
- State-reported data for 1999-2000 indicate that 67 percent of preschoolers who received services under IDEA were white, 16 percent were black, 14 percent were Hispanic, 2 percent were Asian/Pacific Islander, and 1 percent were American Indian/Alaska Native.
- The racial distribution of preschool children served was generally comparable between 1998-99 and 1999-2000. From 1998-99 to 1999-2000, the proportion of Hispanic preschoolers served grew by 1.7 percent, while the proportion of white preschoolers served declined 1.6 percent.

Students Ages 6 Through 21 Served Under IDEA

- The number of students ages 6 through 21 with disabilities served under Part B of IDEA reached 5,683,707, a 2.6 percent increase over the 1998-99 school year.
- Specific learning disabilities continued to be the most prevalent disability among this population, representing half of the students with disabilities served under IDEA.
- Black students with disabilities exceeded their representation among the resident population. The most striking disparities were in the mental retardation and developmental delay categories.

Limited English Proficient Students with Disabilities

- The Office for Civil Rights estimated that 174,530 students with disabilities needed services for limited English proficiency in 1997.

- Although LEP students in the United States come from a variety of national, cultural, and linguistic backgrounds, the majority are from Spanish-speaking homes. Spanish was the first language of almost 73 percent of LEP students.

- Researchers believe that culturally and linguistically diverse students may be disadvantaged in the assessment and evaluation process.

Section III—Programs and Services

The five modules in this section examine some of the programs and services available within schools for children with disabilities and their families and include preliminary results on programs and services from the National Assessment Program studies. The module on educational environments contains State-reported data on the settings in which children receive services. The second module presents data on family involvement and elementary and middle school students from the Special Education Elementary Longitudinal Study (SEELS). Special Education Teacher Recruitment and Hiring is the third module. It provides data and analyses from the Study of Personnel Needs in Special Education (SPeNSE). The fourth module uses NEILS data to describe the services received by children and families entering early intervention. The last module in this section describes SLIIDEA (State and Local Implementation of IDEA) and presents preliminary findings.

Educational Environments for Students with Disabilities

- The percentage of students ages 6 through 21 with disabilities served in both regular schools and in regular education classes within those schools has continually increased.

- Of the students ages 6 through 21 served outside the regular classroom for less than 21 percent of the school day, approximately 70 percent were white, 14 percent were black, 12 percent were Hispanic, 2 percent were Asian/Pacific Islander, and 1 percent were American Indian/Alaska Native.

- Students with emotional disturbance, mental retardation, and multiple disabilities were more likely to receive services outside the regular classroom for more than 60 percent of the school day.

Family Involvement in the Education of Elementary and Middle School Students Receiving Special Education

- Information from the first SEELS family interview portrays several dimensions of family involvement for students with disabilities and their variation for students with different disabilities, ages, racial/ethnic backgrounds, and household incomes.

- Participation in parent information, support, or training sessions was fairly consistent across income levels.

- Families that expressed reservations about their level of involvement in the individualized education program process were disproportionately from black, Hispanic, and Asian/Pacific Islander families and from low-income households.

Special Education Teacher Recruitment and Hiring

- SPeNSE was designed to address concerns about nationwide shortages in the number of personnel serving students with disabilities and the need for improvement in the qualifications of those employed.

- As of October 1, 1999, there were 12,241 funded positions left vacant or filled by substitutes because suitable candidates could not be found. While administrators were able to hire only some of the new teachers they needed, they felt that 85 percent of all newly hired teachers and service providers in the last three years were excellent at the time they started.

- Two additional barriers to hiring cited by administrators are the district's geographic location and insufficient salary and benefits. Both were cited as great or moderate barriers to hiring by 50 percent or more of the administrators.

Services Received by Children and Families Entering Early Intervention

- Most families receiving services under Part C received between two and six different services.

- The most common types of early intervention providers were service coordinators, speech and language therapists, occupational and physical therapists, child development specialists, and special educators.

- Service providers gave positive progress ratings for the majority of children receiving services under Part C.

Using Implementation Data To Study State, District, and School Impacts

- SLIIDEA's charge is to understand both the implementation and the impact of policy changes made in the IDEA Amendments of 1997 at the State, district, and school levels.
- It is expected that SLIIDEA will show evidence that States and localities have to various degrees addressed issues such as service coordination, accountability systems, and procedural safeguards needed to achieve the goals of IDEA.
- States can use legislation, written requirements, or guidance and inducements such as incentives, rewards, sanctions, technical assistance, financial assistance, and accountability through public reporting to influence special education activities at the local level.

Section IV—Policies

This section of the annual report contains three modules. The modules describe State improvement and monitoring activities, the planning process used to develop the Part D National Activities Program, and the National Assessment Program.

State Improvement and Monitoring

- Many of the States that OSEP has monitored during the past three years do not yet have effective systems for identifying and correcting noncompliance with Part C requirements.
- OSEP found that some States have gone beyond the Part C requirements to develop especially strong linkages between parents, the Part C system, and school districts to support smooth and effective transition.
- In the past three years, OSEP has found that noncompliance regarding transition requirements persists in many States. Although more IEPs for students age 16 or older now include transition content, the statements of needed transition services do not meet Part B requirements.

The Comprehensive Planning Process for the IDEA Part D National Activities Program: Challenge and Opportunity

- OSEP conducted long-term planning sessions with staff, gathering information about the lessons learned from prior planning efforts and recommendations for the new process.

- The process incorporates collaboration with regular education and other Federal offices and agencies as well as direct input from grassroots consumers at the family, school, community, and State levels.

- OSEP looks upon the expert-based opinion provided by the five panels thus far in the National Activities Program planning process as the beginning of an ongoing conversation between the agency and stakeholder representatives.

The Office of Special Education Programs' National Assessment Program

- The National Early Intervention Longitudinal Study (NEILS) looks at infants and toddlers and their families who are receiving early intervention services through Part C of IDEA. The study will describe the characteristics of program participants, the type and level of services they are receiving and who is providing them, the outcomes realized by children and families during Part C participation, and the association of characteristics of the participants and services with outcomes.

- PEELS (Pre-elementary Education Longitudinal Study) will study children ages three to five. Study focuses will include an examination of the critical transition between preschool and kindergarten and of outcomes achieved by students who participated in preschool special education programs.

- The Special Education Elementary Longitudinal Study (SEELS) will follow a nationally representative sample of students as they move from elementary to middle school and from middle to high school.

- The National Longitudinal Transition Study-2 (NLTS-2) will collect data on students ages 13 to 16 to determine their individual and household characteristics; achievement scores on standardized assessments; secondary school performance and outcomes; and early adult outcomes in the employment, education, independence, and social domains.

- SPeNSE (Study of Personnel Needs in Special Education) focuses on the adequacy of the workforce and will attempt to explain variation in workforce quantity and quality based on State and district policy.

- The State and Local Implementation of IDEA (SLIIDEA) study was designed to evaluate the implementation and impact of IDEA with a focus on implementation issues in six cluster areas.

- SEEP (Special Education Expenditure Project) examines how Federal, State, and local funds are used to support programs and services for students with disabilities.

I. RESULTS

High School Graduation Among Students with Disabilities

Participation and Performance of Students with Disabilities in State Assessment Systems

Challenges To Providing Secondary Education and Transition Services for Youth with Disabilities

Outcomes for Students with Problem Behaviors in School: Issues, Predictors, and Practices

Results Experienced by Children and Families Entering Early Intervention

High School Graduation Among Students with Disabilities

The Office of Special Education Programs (OSEP) establishes goals, objectives, and performance indicators in accordance with the Government Performance and Results Act (GPRA) to measure progress in improving results for students with disabilities. One of the objectives included in the U.S. Department of Education's 2001 Annual Plan is that secondary students with disabilities will receive the support they need to complete high school prepared for postsecondary education or employment (U.S. Department of Education, 2000). The percentages of students with disabilities who graduate from high school with a standard diploma and who drop out of high school are important indicators of progress toward this objective. Accordingly, this module reports graduation and dropout information for students with disabilities for the 1998-99 school year and examines trends in graduation and dropout rates over the past few years. In addition, the module discusses graduation and dropout rates by disability category and by race/ethnicity.

Graduation and Dropout Rates for Students with Disabilities

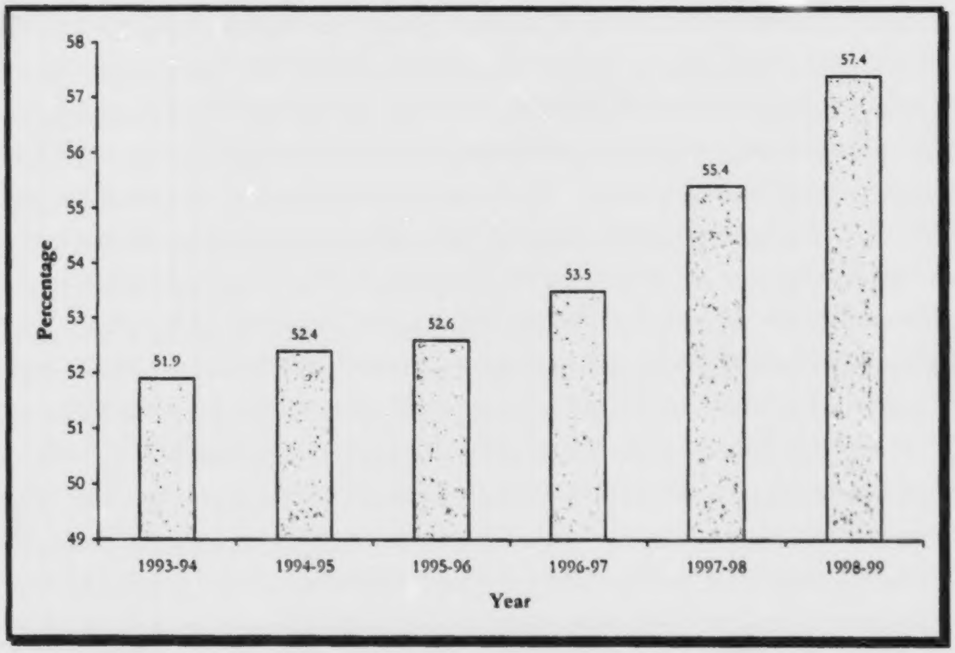
According to the National Center for Education Statistics (NCES, 2000), high school graduation, completion, and dropout rates may be calculated in a number of different ways. OSEP is particularly interested in the rate at which students with disabilities graduate from high school with a standard diploma.

One method of calculating graduation rates is to divide the number of students age 14 and older who graduated with a standard diploma by the number of students 14 and older who are known to have left school (i.e., graduated with a standard diploma, received a certificate of completion, reached the maximum age for services, died, or dropped out). This is the formula OSEP uses to establish performance indicators under GPRA.

Graduation rates for students with disabilities age 14 and older have climbed steadily since 1993-94, as illustrated in figure I-1. At the same time, the dropout rate among these students has declined.

In 1993-94, the dropout rate was 34.5 percent. By 1998-99, that rate had reached a 6-year low of 28.9 percent. This rate was somewhat better than OSEP's target dropout rate of 31 percent (U.S. Department of Education, 2000). Dropout rates are presented in figure I-2.

Figure I-1
Percentage of Students Age 14 and Older Graduating with a Standard Diploma, 1993-94 to 1998-99



Note: Graduation rates were calculated by dividing the number of students 14 and older who graduated with a diploma by the number of students 14 and older who graduated with a diploma, received a certificate, reached the maximum age for services, died, and dropped out.

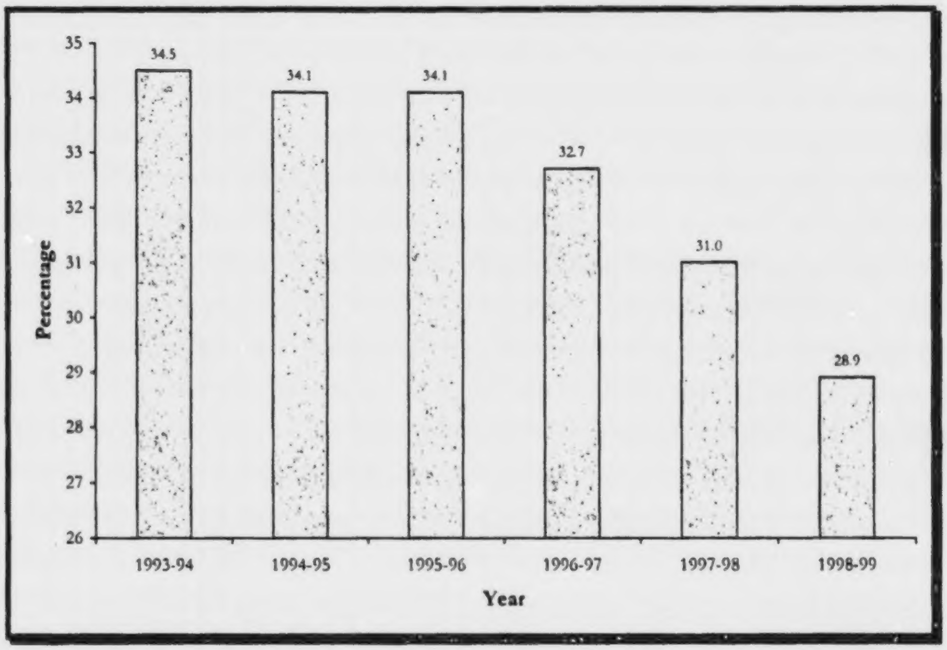
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Graduation and Dropout Rates by Disability

Graduation rates for students age 14 and older with disabilities varied by disability category. Students with visual impairments graduated at the highest rate (75.1 percent), followed by students with traumatic brain injury (70.3 percent) and students with hearing impairments (69.4 percent).

Students in five disability categories graduated at rates lower than the 57.4 percent observed for all students with disabilities. Graduation was least likely among students 14 and older who had mental retardation (41.7 percent) and emotional disturbance (41.9 percent). Table I-1 presents graduation rates for students age 14 and older in all 12 disability categories.

Figure I-2
Special Education Dropout Rates, 1993-94 to 1998-99



Note: Dropout rates were calculated by dividing the number of students 14 and older who dropped out by the number of students 14 and older who graduated with a diploma, received a certificate, reached the maximum age for services, and dropped out.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Dropout rates for students age 14 and older also varied by disability category. Dropout rates were lowest for students with autism (9.5 percent), deaf-blindness (11.5 percent), and visual impairments (11.8 percent). The highest dropout rate occurred among students with emotional disturbance: half of the students in that disability category dropped out of school in 1998-99. Dropout rates for the different disability categories are presented in table I-1.

Graduation and Dropout Rates by Race/Ethnicity

The *Twenty-second Annual Report to Congress* included, for the first time, data on the racial/ethnic composition of the special education population. This section of the module looks at graduation rates by race/ethnicity. Because the race/ethnicity data collection is so new, the data reported here should be interpreted cautiously. Analysis in the next 2 to 3 years will present a clearer picture of this variable.

Table I-1
Number and Percentage of Students Age 14 and Older with Disabilities Graduating with a Standard Diploma or Dropping Out, 1998-99

	Graduated with a Standard Diploma		Dropped Out	
Disability Category	Number	Percentage	Number	Percentage
Specific learning disabilities	100,738	63.3	43,156	27.1
Speech/language impairments	4,260	64.8	1,644	25.0
Mental retardation	16,086	41.7	9,628	24.9
Emotional disturbance	13,735	41.9	16,583	50.6
Multiple disabilities	2,075	47.0	788	17.8
Hearing impairments	2,610	69.4	533	14.2
Orthopedic impairments	1,830	63.4	421	14.6
Other health impairments	5,706	66.8	1,940	22.7
Visual impairments	1,172	75.1	184	11.8
Autism	418	47.1	84	9.5
Deaf-blindness	52	54.2	11	11.5
Traumatic brain injury	790	70.3	169	15.0
All disabilities	149,472	57.4	75,141	28.9

Note: The percentages in this table were calculated by dividing the number of students age 14 and older who graduated with a standard diploma or dropped out by the number of students age 14 and older who are known to have left school (i.e., graduated with a standard diploma, received a certificate of completion, reached the maximum age for services, died, or dropped out.)

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Graduation rates for students with disabilities ages 14 through 21 varied by racial/ethnic group, ranging from 63.4 percent among white students to 43.5 percent among black students. Graduation rates for each racial/ethnic group are reported in table I-2. Dropout rates also varied by racial/ethnic group. Asian/Pacific Islander students had the lowest dropout rate, with a figure of 18.8 percent. They were followed by white students, with a dropout rate of 26.9 percent, Hispanic students, with a dropout rate of 32.3 percent, and black students, with a dropout rate of 33.7 percent. The highest dropout rate occurred among American Indian/Alaska Native students, at 44.0 percent.

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Table I-2
Number and Percentage of Students Age 14 and Older with Disabilities Graduating with a Standard Diploma by Race/Ethnicity, 1998-99

	Graduated with a Standard Diploma		Dropped Out	
Race/Ethnicity	Number	Percentage	Number	Percentage
American Indian/Alaska Native	1,544	47.9	1,420	44.0
Asian/Pacific Islander	2,033	56.6	675	18.8
Black	19,653	43.5	15,251	33.7
Hispanic	13,150	52.9	8,029	32.3
White	100,900	63.4	42,820	26.9

Notes: The percentages in this table were calculated by dividing the number of students ages 14 through 21 in each racial/ethnic group who graduated with a standard diploma or dropped out by the number of students ages 14 through 21 in that racial/ethnic group who are known to have left school (i.e., graduated with a standard diploma, received a certificate of completion, reached the maximum age for services, died, or dropped out).

New York, North Carolina, Washington, and the District of Columbia have not yet reported 1998-99 exiting data by race/ethnicity and are thus not included in this table.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Summary

Since 1993-94, the high school graduation rate for students with disabilities has steadily increased, while the percentage of students dropping out of school has declined. Graduation and dropout rates varied by disability category, with students with visual impairments, traumatic brain injury, and hearing impairments graduating at the highest rates. Graduation and dropout rates also varied by racial/ethnic group. White students graduated at the highest rate, and Asian/Pacific Islander students had the lowest dropout rate.

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National Center for Education Statistics. (NCES). (2000). *A recommended approach to providing high school dropout and completion rates at the state level.* (NCES 2000-305). Washington, DC: U.S. Department of Education.

U.S. Department of Education. (2000). *U.S. Department of Education's 1999 performance report and 2001 annual plan.* Washington, DC: Author. Retrieved December 14, 2000, from the World Wide Web: http://www.ed.gov/pubs/AnnualPlan2001/index.html

Participation and Performance of Students with Disabilities in State Assessment Systems

Participation

In 1999, the National Center on Educational Outcomes (NCEO) asked State directors of special education to provide their most recent frequency data on the participation of students with disabilities in State assessments (Thompson & Thurlow, 1999). In the past, most States were able to provide only estimates of the participation of students with disabilities in State assessments. In 1997, prior to the reauthorization of the Individuals with Disabilities Education Act (IDEA), 15 States provided actual participation numbers (Erickson & Thurlow, 1997). In 1999, 23 States provided these data.

Although the Federal requirement is for States to report the number of students with disabilities participating in State and district assessments, participation rates (reported as percentages) are useful for policymakers evaluating the inclusiveness of assessment programs. Using State-provided numbers of students participating in assessments and child count data, NCEO calculated participation rates for specific administrations of State tests (Thompson & Thurlow, 1999). These estimated rates are contained in table I-3. Rates of participation varied from less than one-fourth of students with disabilities to all students with disabilities.

There are several factors that State directors of special education believe may work against the full participation of students with disabilities in large-scale assessment programs, especially in States where accountability systems have significant consequences for students or schools (Thompson & Thurlow, 1999). The top three factors are:

- High stakes (i.e., sanctions or rewards) attached to school or district performance;
- Lack of exposure to the curriculum or content included in tests; and
- The perception of teachers, parents, and others that large-scale testing is irrelevant to the educational success of students with disabilities.

Table I-3
Percentage of Students Receiving Special Education Services Who Participated in State Assessments

State	Elementary Grades (K-5)	Middle School Grades (6-8)	High School Grades (9-12)
1	44%	43%	27%
2	81	73	51
3	52	63	53
4	51	79	78
5	62	66	56
6	100	100	100
7	95	95	---*
8	96	93	91
9	84	89	---*
10	65	70	51
11	83	88	93
12	88	90	---*
13	62	59	46
14	80	78	61
15	48	56	32
16	94	91	91
17	58	74	67
18	74	72	70
19	39	42	41
20	90	85	50
21	92	94	---*
22	89	---*	---*
23	23	15	26

* No test administered at this level.

Note: Because there were multiple tests in some States and multiple grades in others, total numbers are not available.

Source: Thompson & Thurlow, 1999.

An analysis of data from the National Assessment of Educational Progress (NAEP) suggested that the provision of accommodations also affects the participation rate of students with disabilities. NAEP participation rates were higher in grades 4 and 8 (but not grade 12) when accommodations were provided (U.S. Department of Education, 1999). Since accommodations are included in students' IEPs, fewer students will participate in assessments if the terms guiding the use of accommodations for specific assessments are in conflict with students' IEPs. For example, if a student's IEP specifies multiple breaks during testing but a particular assessment's guidelines say to break only at specific times, that student is less likely to participate in the assessment.

Performance

NCEO analyzes State education reports to determine what types of information are provided on students with disabilities. Previous analyses had shown that few States (11 in the first analysis and 13 States in the second analysis) reported test-based results for students with disabilities. For the most recent analysis, 170 reports were collected from State accountability offices and State special education offices between March 1999 and August 1999. This analysis found that only 14 States included participation data, and only 17 States included performance data for students with disabilities in State assessments (Thurlow, Nelson, Teelucksingh, & Ysseldyke, 2000).

According to public reports, participation rates in State assessments varied from 33 percent to 97 percent of students with disabilities. Performance levels also varied widely, with the differences between rates of students with disabilities who met State standards and all students ranging from 20 percent to 50 percent. Table 1-4 summarizes the performance data obtained from State reports.

There were increases in the reporting of performance data for students with disabilities but not to the extent that might be expected given the timelines in the IDEA Amendments of 1997. Of the 41 States that provide information other than financial data on students with disabilities, 17 States disaggregated performance data for students with disabilities on statewide assessments. A handful of States included information in their State accountability documents on how students with disabilities perform over time and whether their performance improves from year to year (Thurlow et al., 2000).

For the 17 States that presented information on statewide assessments, the most frequently reported content areas were reading (17 States) and mathematics (17 States). Eleven States reported science data, 10 reported writing data, and 6 reported social studies data. Sixteen States reported on students with disabilities in three or more content areas.

Reading Achievement

In the 17 States with disaggregated performance data, between 5 percent and 87 percent of students with disabilities who were tested met performance standards in reading. The differences in passing rates for all students and students with disabilities ranged from 12 to 49 percentage points. In grade 8, the grade for which the most States reported data, the differences in passing rates for all students and students

Table I-4

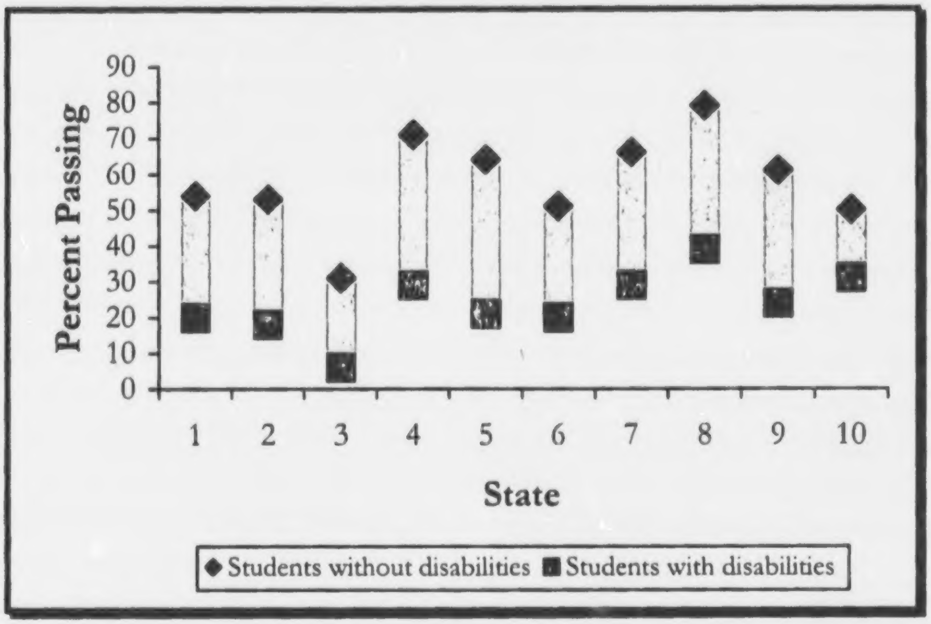
Summary of Reports on Educational Results on Students with Disabilities

Educational Results

- Seventeen States disaggregated performance data as specified in IDEA for students with disabilities (CT, DE, MD, MA, MN, MS, NV, NH, NY, NC, RI, SC, SD, TX, VT, VA, WV)
- Of 74 reports that did not include data on students with disabilities, over 50 included performance data on regular education students
- The most frequently reported content areas for assessment are reading (17 States) and mathematics (17 States)
- Sixteen States tested and reported on students with disabilities in three or more content areas
- While 20 States reported graduation exam results for regular education, only 35 percent (7 States: MD, MN, MS, NY, SC, TX, VA) reported these results for students with disabilities
- It is important to keep in mind participation factors (e.g., percentage of students with disabilities actually being tested) when examining the performance results of students with disabilities. Higher proficiency rates may also be a result of increased exclusion of student scores or lower standards
- The differences in proficiency rates between all students and students with disabilities on 8th grade State assessments ranged from:
  - 23 to 47 percent in reading
  - 19 to 42 percent in math
  - 25 to 44 percent in writing
- New York, Rhode Island, and Texas presented unique data on students with disabilities in the domain of Academic and Functional Literacy:
  - NY: Test scores on Occupational Education Proficiency examinations
  - RI: Test scores on health content area in statewide assessment
  - TX: Test scores on college entrance exam (TASP)
- Kansas continued to report data in the domain of personal and social well-being (number of violent acts toward staff and students)

Source: Thurlow et al., 2000.

Figure I-3
Differences on Criterion-Referenced Mathematics Tests Between 8th Grade Students with and Without Disabilities in 10 States



Source: Thurlow et al., 2000.

with disabilities in reading performance ranged from 23 to 47 percentage points, using criterion-referenced measures.

Mathematics Achievement

Mathematics performance was similarly variable. Overall, 3 percent to 74 percent of students with disabilities met mathematics performance standards in the 17 States with disaggregated performance data. The differences in passing rates of students with disabilities and all students ranged from 13 to 42 percentage points (see figure I-3). For 8th graders taking criterion-referenced mathematics exams, the differences in passing rates ranged from 19 to 42 percentage points.

These results are consistent in direction with results from the NAEP assessment of mathematics skills in 1996 (U.S. Department of Education, 1999). In the 1996 NAEP, students with disabilities scored between the 9th and 18th percentile, varying by grade and subsample. Across grades and subsamples, the NAEP mathematics scores of white students with disabilities were higher than those of minority students with disabilities.

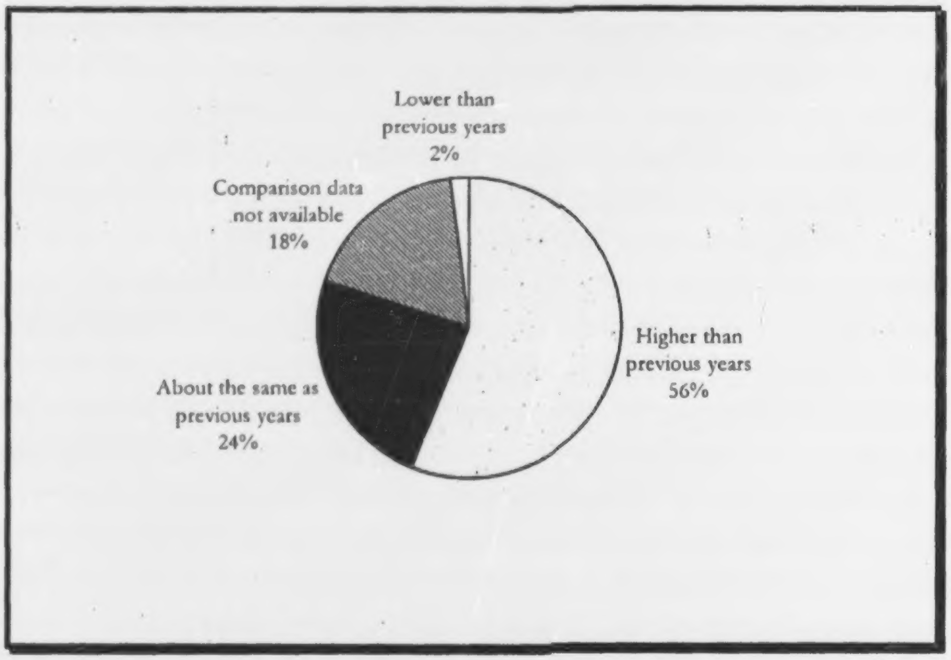
Using a large longitudinal database, NCEO examined the effect of transitions between regular education and special education across grades on performance trends for the special education population. The study also examined the effect of changes in assessment exemption rates across grades for students with disabilities. NCEO found that the highest achieving special education students left special education to return to regular education and that the lowest performing regular education students who had been referred to and found eligible for special education entered special education (Bielinski & Ysseldyke, 2000). The result of this movement between regular and special education was a substantial increase in the performance gap over time between regular education and special education students across grades. The study also revealed that the reduction in assessment exemption rates from testing that has occurred over time—and that is reflected in this study primarily in the higher grades—added to the size of the gap.

When the same special education students were tracked over time, however, the performance gap decreased slightly (Bielinski & Ysseldyke, 2000). These findings have significant implications for the States as they begin to publicly report disaggregated data on students with disabilities (such as those shown in figure I-3), particularly if attempts are made to track performance across time. Failure to document and account for changes in students' special education status and previous assessment exemption rates could result in misinterpretations about the effectiveness of special education services. Restricting the group of students for longitudinal analysis to those who received special education services during the first year of analysis and following their performance regardless of whether they continued to receive special education services will provide a more accurate indication of progress over time. Thus, States should consider ways to report on both the performance of all students with disabilities and the longitudinal performance of clearly defined targeted groups of students receiving special education services.

Change in Participation Rates and Performance Levels of Students with Disabilities

NCEO's 2001 Survey of State Directors of Special Education (Thompson, Thurlow, & Boys, 2001) asked directors whether the most recent test participation rates of students with disabilities on their State assessments had changed from previous years. Similarly, directors were asked whether the most recent test performance levels of students with disabilities on their State assessments had changed (see figures I-4 and I-5).

Figure I-4
Change in Test Participation Rates of Students with Disabilities Over Previous Testing Years

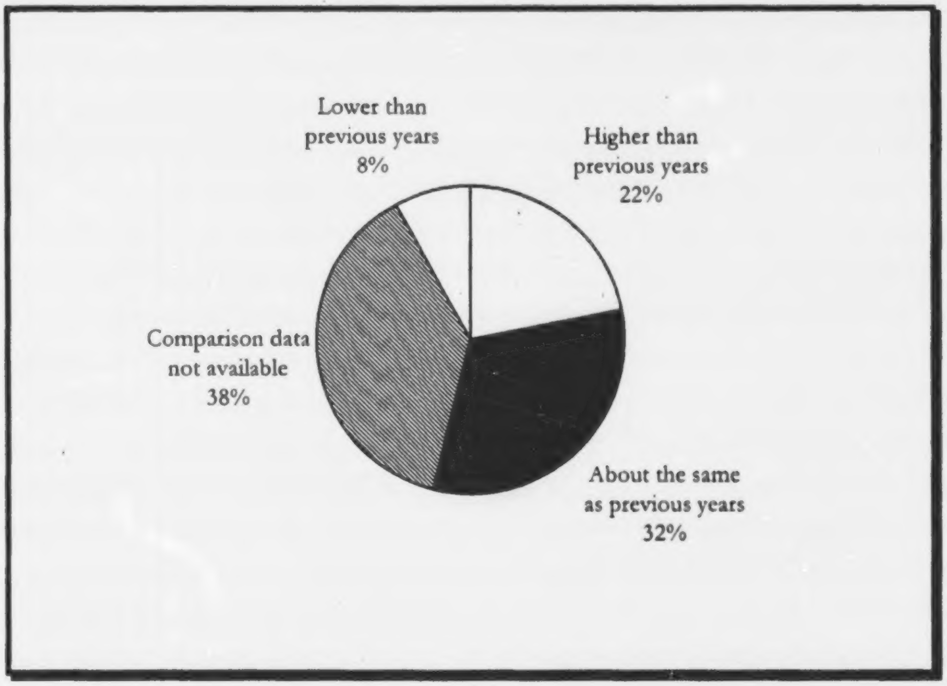


Source: Thompson et al., 2001.

The assessment participation rates of students with disabilities have increased in over half of the States and remained the same in another 25 percent of States. Only one State reported participation rates that are lower than in previous years. Nine States reported that they were in their first year of testing and did not have comparison data from previous years. State directors of special education attributed an *increase* in participation rates primary to these factors:

- IDEA regulations requiring participation in statewide assessments;
- Requirements of State accountability programs;
- Alternate assessment participants being exempt in previous years; and
- Increased flexibility in test accommodations.

Figure I-5
Changes in Test Performance Levels of Students with Disabilities Over Previous Testing Years



Source: Thompson et al., 2001.

State directors of special education reported that the assessment performance levels of students with disabilities have increased in about a quarter of the States and remained the same in another 32 percent of the States. Four States reported lower performance levels than in previous years. The director in one of these States commented, "The lower levels of performance may be the result of increased participation of students who previously received an alternative form of assessment as determined by their IEP teams." Over a third of the State directors reported that either their States have not yet disaggregated performance data for students with disabilities or that this is their first year of testing, and they do not have data from previous years to use for comparison purposes.

Table I-5
Status of Alternate Assessments Across States

	Number and Percent of States
Alternate assessment content	
State standards (may be expanded)	19 (38%)
Functional skills linked back to State standards	15 (30%)
State standards plus functional skills	8 (16%)
Functional skills only, no link to State standards	4 (8%)
Other	4 (8%)
Performance descriptors	
Same as general assessment (e.g., basic, proficient, advanced)	13 (34%)
Different from general assessment (e.g., independent, emergent)	17 (45%)
Our State has not made a decision about this yet	8 (21%)
Inclusion in State reports	
Student counted as assessment participant, and actual score is aggregated with scores of all other assessment participants	8 (16%)
Student counted as assessment participant, but actual score is reported separately	20 (40%)
Other	6 (12%)
Our State has not made a decision about this yet	16 (32%)

Source: Thompson et al., 2001.

Alternate Assessment

Alternate assessments are designed for students with disabilities who are unable to participate in general State or district assessments. As shown in table I-5, the NCEO Survey of State Directors of Special Education found that most States link alternate assessment content to State standards, but they do so in different ways (Thompson et al., 2001). Nineteen States (38 percent) started with State standards, expanding them to be inclusive of all students. Fifteen States (30 percent) began with functional skills that were then linked back to standards. Eight States (16 percent) supplemented their standards with functional skills that are not directly linked to standards, and four States (8 percent) based their alternate assessments on a set of functional skills, with no link to State standards.

Thirteen States (34 percent) reported that they use the same performance descriptors for their alternate assessment as for the general assessment, making aggregation possible. Seventeen other States (45 percent) said they select performance descriptors for their alternate assessments that differ from those used for the general assessments. At least eight States (21 percent) have not yet decided on performance descriptors.

About a third of the States (*n*=16) have not decided how alternate assessment performance will be included in their State reports. Of those that have, eight States (16 percent) have decided that the scores of alternate assessment participants will be aggregated with the scores of other assessment participants. In 20 States (40 percent), alternate assessment scores will be reported separately.

Difficulties in Reporting Data for Students with Disabilities

Differences in data collection and management systems may contribute to difficulties in reporting data for students with disabilities. Many States collect data at different points in time, through different offices, and for different purposes. In their study of performance and participation rates of students with disabilities in Oregon's State assessment, Almond, Tindal, & Stieber (1997) discovered that joining two extant databases was difficult because the two systems did not share a common student identifier. The researchers pointed to the historical and legal conditions under which these two databases were created and how those precedents may have interfered with the eventual merging of the two systems. The researchers also noted assessment difficulties for assessments conducted at particular grade levels. Such assessments generally rely on age-to-grade designations and thus may exclude students from nongraded programs, those who started school late, or those who repeat a grade. States may need to retool their data collection and management systems to ensure that all students with disabilities are included in performance reporting. Additional challenges in reporting these data include:

- Information systems that do not identify students with disabilities in State assessment procedures;
- Inaccuracy in marking answer documents by students, staff members, or proctors;
- State policies that exclude students with disabilities who receive any type of accommodation or those who use "nonstandard" accommodations;
- Lack of standardized procedures for calculating participation rates;
- Use of information on the number of students who were absent from the assessment;
- Data aggregation at the school or district level but not at the State level;
- State reports that do not explicitly describe the population sample or disaggregate the data of students with disabilities; and

- Policies that allow for the collection but no public reporting of data on students with disabilities.

Summary

The IDEA Amendments of 1997 required that students with disabilities be included in large-scale assessments and provided for the use of accommodations or alternate assessments where necessary. The amendments also stipulated that State educational agencies must report on the performance of students with disabilities with the same frequency and in the same detail as they report on the performance of nondisabled students. Recent research indicates that the participation of students with disabilities in state- and districtwide assessments still varies considerably across States. Similar variations are seen in States' reporting of assessment results for students with disabilities. Although barriers to increasing assessment participation, performance, and reporting still remain, NCEO studies have found that the States are making progress toward meeting the requirements set forth in the IDEA Amendments of 1997. Research has also suggested methodologies that will enhance States' abilities to accurately monitor performance trends over time.

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Challenges To Providing Secondary Education and Transition Services for Youth with Disabilities[1]

Beginning in the mid-1980s, the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) has emphasized the importance of improving transition services nationally. The Federal Government has assumed a crucial role in stimulating State and local efforts to improve transition services through a variety of policy, research model demonstration, and technical assistance efforts. Specific language on transition was included in the Individuals with Disabilities Education Act (IDEA) Amendments of 1990 and again in the IDEA Amendments of 1997. From this Federal legislation, regulations were established requiring State and local educational agencies specifically to address the school and postschool transition service needs of students with disabilities. These needs would be met through interagency agreements and coordinated planning among special education staff, parents, students, regular education, and public service agencies.

With the reauthorization of IDEA in 1997, significant new requirements were put into place to ensure students greater access to the general curriculum and state- and districtwide assessment programs. The IDEA Amendments of 1997 also expanded previous transition requirements by requiring that the individualized education program (IEP) include, at age 14 or earlier, a statement of transition service needs that focus on the student's courses of study (such as participation in advanced-placement courses or vocational education programs). The IEP must also include, beginning at age 16 or younger, a statement of needed transition services and interagency responsibilities or any needed linkages.

The current challenge is to integrate and align these transition requirements with other IDEA requirements that give students with disabilities greater access to the general curriculum and state- and districtwide assessment programs. Several recent studies indicate that the implementation of transition service requirements has been too slow, with many States failing to achieve minimal levels of compliance (Hasazi, Furney, & DeStefano, 1999; Johnson & Sharpe, 2000; National Council on Disability, 2000). Areas of greatest noncompliance include having appropriate participants in IEP meetings, providing adequate notice of meetings, and providing a statement of needed services in students' IEPs. These problems have been complicated further by State and local standards-based assessment systems that either fail to include students with disabilities or provide inadequate accommodations that support their participation.

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[1] This module is based, in part, on a synthesis of research funded by the U.S. Department of Education, Office of Special Education Programs, to the National Center on Secondary Education and Transition at the University of Minnesota (H326J000005). The National Center on Secondary Education and Transition is supported by a cooperative agreement from the Office of Special Education Programs, U.S. Department of Education.

Students with disabilities also experience difficulties in meeting State and local graduation requirements, and concerns are mounting about the relationship between students' academic experiences and the development of postschool transition plans that address how students will access postsecondary education, employment, and community living opportunities (Guy, Shin, Lee, & Thurlow, 1999; Johnson, Sharpe, & Stodden, 2000; Policy Information Clearinghouse, 1997; Stodden & Dowrick, 2000a). Limited levels of service coordination and collaboration among schools and local service agencies create difficulties for students with disabilities and families in accessing postschool education or work results. Strategies are desperately needed to help State and local educational agencies and community service agencies address the transition service requirements as students access the general curriculum and meet State standards and graduation requirements. This module will discuss the challenges involved in providing services to this population and some strategies for meeting those challenges.

Challenges Affecting Secondary Education and Transition Services

Challenge 1: Ensure Students with Disabilities Access to the Full Range of Curricular Options and Learning Experiences

The IDEA Amendments of 1997 provide many students with disabilities new opportunities to participate in and benefit from a wide array of general courses and learning experiences. A major goal of accessing the general curriculum is to prepare students to earn a standard diploma and help prepare them for adult life (Policy Information Clearinghouse, 1997; U.S. Department of Education, 1999). Although the general curriculum contains both academic (e.g., math, science) and nonacademic (e.g., career education, arts, citizenship) domains, student performance is assessed primarily in academics. As a result, it is not uncommon for portions of the general curriculum as well as transition goals to receive limited or no attention (Hasazi et al., 1999; Warren, 1997). Efforts must be undertaken to ensure that students with disabilities remain on a full "curriculum" track with learning expectations that guide the instruction of regular education students. IEP teams must work to ensure that high expectations are maintained and students are afforded opportunities to develop skills through a wide range of curricular options, including vocational education, service learning, community work experience, and adult living skills (Hasazi et al., 1999; Johnson et al., 2000). Therefore, secondary education and transition models are also needed that integrate academic, career, work-based, service learning, and other learning experiences.

Access to the general curriculum requires more than common standards, the integration of academic and applied learning, and universal design.[2] It also depends on other factors, such as the knowledge and skill levels of educators (Boudah, Schumaker, & Deshler, 1997; Carnine, 1995; Kameenui & Carnine, 1994; Tralli, Colombo, Deshler, & Schumaker, 1999); use of appropriate accommodations during instruction and testing (Elliott & Thurlow, 2000; Thurlow, Elliott, & Ysseldke, 1998; Thurlow, House, Boys, Scott, & Ysseldyke, 2000), collaboration between regular education and special education personnel in designing educational programs for students with disabilities (Knight, 1998; Lenz & Scanlon, 1998), and the support and vision of educational leadership.

There is also a critical need to develop assessment, curriculum, and instructional strategies that are relevant to all students (including those who have significant learning needs), allowing them to successfully achieve State and local standards, as well as to develop other essential adult life skills through vocational education, training in adult living skills, and community participation. Strategies such as universal design offer another approach to ensuring that students with disabilities access the full range of learning opportunities in the secondary education curriculum (Jorgensen, 1997; Orkis & McLane, 1998; Rose & Meyer, 1996).

To ensure that students with disabilities access the full range of general curricular options and learning experiences, there is a need to:

- **Promote high expectations for student achievement and learning.** High expectations must be maintained for students with disabilities across the full range of academic and nonacademic courses and programs available within middle schools and high schools nationally. This is consistent with the Bush Administration's blueprint for education reform, No Child Left Behind, that makes schools accountable for ensuring that all students meet high academic standards. In order to maintain high academic standards, instructional strategies that promote differential teaching, universal design, integrated academic and applied learning, and other practices will need to be broadly adopted.

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[2] In terms of learning, universal design means the design of instructional materials and activities that allows the learning goals to be attainable by individuals with wide differences in their abilities. This means, for example, that a curriculum should include instructional and assessment alternatives to make it accessible and appropriate for individuals with diverse learning styles and abilities (Access to the General Education Curriculum, www.cast.org/ncac).

- **Make systematic and appropriate use of assessment and instructional accommodations.** Regular education and special education teachers need information and skills on how to appropriately use accommodations in assessment and instructional situations. Improved teacher preparation at the preservice and continuing education levels, promotion of collaborative teaching models, and other strategies are needed to address this issue. State and local agencies are also grappling with inconsistent policies, procedures, and practices on the use of accommodations. Consequently, accommodations are many times viewed as unacceptable in meeting State or local district testing conditions, often over-used in the hope of "boosting" student performance, and commonly considered too expensive and difficult to implement. The latter factor often results in students' not receiving appropriate accommodations.

- **Ensure that students have access to the full range of secondary education curricula and programs.** Students' IEPs must focus on the broadest range of curriculum and programs that support students with disabilities in successfully meeting State academic and related standards as well as developing essential adult skills. In addition to the academic focus of the general curriculum, high school curricular options must also include community-based work experience, vocational education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and service learning opportunities.

Challenge 2: Make High School Graduation Decisions Based on Meaningful Indicators of Students' Learning and Skills and Clarify the Implications of Different Diploma Options for Students with Disabilities

Requirements that States set for graduation can range from Carnegie unit requirements (a certain number of course credits earned in specific areas), successfully passing a competency test, high school exit exams, or a series of benchmark exams (Thurlow, Ysseldyke, & Anderson, 1995). States may also require a combination of these. Diversity in graduation requirements is complicated further by an increasingly diverse set of possible diploma options within individual States. In addition to the standard high school diploma, some States offer special education diplomas, certificates of completion, occupational diplomas, and others. Many States have implemented multiple strategies to improve the passing rates of students with disabilities on State exit exams and in meeting other requirements for graduation. Strategies have included grade-level retention; providing special instruction during the school day, after school, on weekends, and during the summer; and supporting teachers in using a variety of instructional strategies.

State and local educational agencies also need to examine the implications of developing and granting alternative diploma options for students with disabilities.

The question here is whether receiving less than a standard high school diploma may limit a student's access to future postsecondary education and employment opportunities. Currently, most States offer and grant alternative diplomas in addition to the standard high school diploma (Guy et al., 1999). State and local educational agencies need to thoroughly discuss the "meaning" and "rigor" of these alternative diplomas with, at a minimum, postsecondary education program representatives and employers. Consensus must be reached on their use for postsecondary education admissions and in making hiring decisions.

Challenge 3: Ensure Students Access to and Full Participation in Postsecondary Education, Employment, and Independent Living Opportunities

Young adults with disabilities still face significant difficulties in securing jobs, accessing postsecondary education, living independently, and fully participating in their communities. With the passage of recent Federal legislation (Americans with Disabilities Act, P.L. 101-336; and the IDEA Amendments of 1997; P.L. 105-17) has come an expanding social awareness of accessibility and disability issues surrounding youth with disabilities seeking access to postsecondary education, life-long learning, and employment (Benz, Doren, & Yovanoff, 1998; Horn & Berktold, 1999).

The National Center for the Study of Postsecondary Educational Supports (NCSPES), a Rehabilitation, Research and Training Center funded by the National Institute on Disability and Rehabilitation Research, U.S. Department of Education, at the University of Hawaii at Manoa, has conducted an extensive program of research focused upon the access, participation, and success of youth with disabilities in postsecondary education and subsequent employment. Based on this research, NCSPES has framed issues concerning students with disabilities and postsecondary education within the following four areas of intervention:

(1) Include opportunities for students to understand themselves and their disability in relation to needed services and supports, with a focus on advocating for those needs in different postschool educational and employment settings (NCSPES, 2000a);

(2) Develop effective models of assistance and support that are personally responsive, flexible, and individualized, as well as coordinated with instruction and integrated with the overall life support needs of the student (NCSPES, 2000b; Stodden & Dowrick, 2000a);

(3) Coordinate and manage postsecondary education supports and services with those provided by other community service agencies (health, mental health, human services, transportation, others) required by many students with

disabilities to successfully participate in and complete their postsecondary education programs (NCSPES, 2000a; Stodden & Dowrick, 2000b); and

(4) Ensure that the educational supports required by students during their postsecondary education program experiences transfer to eventual employment settings (NCSPES, 2000a; Thomas, 2000).

Another pressing societal challenge concerns the overall unemployment rate among adults with disabilities in the United States. Although employment has improved somewhat over the past 14-year period for people who say they are able to work, employment is still an area with the widest gulf between all people with disabilities and the rest of the population. Currently, only 32 percent of persons with disabilities, ages 18-64, work full- or part-time, compared to 81 percent of the nondisabled population—a 49 percent gap (National Organization on Disabilities, 2000). Further results from this study also note that employment prospects for 18- to 29-year-olds are the most promising. Among this cohort, 50 percent of those with disabilities who are able to work are working, compared to 72 percent of their nondisabled counterparts.

It is well understood that preparation for the transition from high school to postsecondary education, employment, and independent living must begin early, or at least by age 14. It is at this age that students' IEP teams must engage in discussions regarding the types of coursework students will need, to the extent appropriate for each individual student, to be able to enroll in postsecondary education programs; the types of learning options and experiences students will need to develop basic work skills for employment; and the skills students will need for independent living.

Specific types and levels of accommodations and supports a student will need to overcome barriers to participation in these postschool environments must also be identified. President Bush's *New Freedom Initiative* is intended to help Americans with disabilities by increasing their access to assistive and universally designed technologies that remove barriers to participation in postsecondary education, employment, and community life. Increased access to assistive technologies, funding for low-interest loan programs to purchase these technologies, and better coordination among agencies in prioritizing the immediate needs of young adults with disabilities for assistive technology needs in communities nationwide are part of this initiative.

Prior to the student's graduation from high school, it is the responsibility of the student's IEP team to identify and engage the responsible agencies, resources, and accommodations required for the student to successfully achieve positive adult life outcomes. State vocational rehabilitation programs have, for example, served as a major resource in the preparation of some transition-age youth for employment. A recent longitudinal study of State vocational rehabilitation programs reported that transition-age youth currently represent 13.5 percent of all vocational rehabilitation clients, or approximately 135,391 persons nationally (Hayward & Schmidt-Davis, 2000). This study also reported that receipt of specific vocational rehabilitation services, including education or training services, physical or mental restoration services, and diagnostic or evaluation services, were strongly associated with achieving a positive employment outcome and to entering competitive employment. Overall, nearly two-thirds (63 percent) of transition-age youth who were vocational rehabilitation clients achieved an employment outcome as a result of the services they received (Hayward & Schmidt-Davis, 2000). Prior to a student's graduation from high school, all agencies responsible need to:

- **Ensure that community service agency participation systematically occurs in the development of postschool transition plans.** Strategies such as formalizing agency responsibilities through interagency agreements or memorandums of understanding and formalizing follow-up procedures and actions when agencies are unable to attend should be considered.

- **Engage in integrated service planning.** The IEP should be coordinated with the individualized service plans required under other Federal and State programs (including Title I of the Rehabilitation Act of 1973, Title XIX of the Social Security Act [Medicaid], Title XVI of the Social Security Act [Supplemental Security Income (SSI)], and other Federal programs).

- **Provide information to parents and students on essential health and income maintenance programs.** Information on the SSI program, including information on basic program eligibility, 18-year-old benefit redeterminations, appeals processes, and use of the SSI work incentives in promoting employment outcomes must be readily accessible to professionals, parents, and students with disabilities.

- **Promote collaborative employer engagement.** Increased secondary and postsecondary work-based learning opportunities, and ultimately jobs, are predicated on available and willing employers. Vehicles are needed that build on existing cooperative education programs in high schools, such as intermediary linking entities, that convene and connect schools, service agencies, and employers so as to maximize the important learning adjuncts that workplaces represent.

- **Establish partnerships with workforce development entities.** The participation of youth and young adults with disabilities, family members, and special education and rehabilitation professionals in State and local workforce development initiatives should be promoted. This is critically important to ensure that initiatives such as the Workforce Investment Act's youth employment programs are fully accessible to individuals with disabilities as they pursue postsecondary education and employment opportunities.

Challenge 4: Support Student and Family Participation

The importance of student participation has been reinforced by emerging practices in public schools emphasizing the core values of self-determination, personal choice, and shared responsibility. OSEP has played a major role in advancing a wide range of self-determination strategies through sponsored research and demonstration projects. A recent national study that surveyed local special education directors and supervisors found that the majority (82 percent) of students over the age of 14 with disabilities frequently or almost always participate in their IEP meetings (Johnson & Sharpe, 2000). This study, however, did not address the question of how well prepared these young people are to participate in and ultimately lead discussions concerning their school and postschool goals.

Parent participation in IEP meetings has been required since the inception of IDEA in 1975. A large part of the discussion in the literature centers around the role of parents as participants in the development of their child's IEP. The IDEA Amendments of 1990 and the 1997 amendments have also required that State and local educational agencies notify parents and encourage their participation when the purpose of the meeting is the consideration of transition services. While existing policies have strongly encouraged parent participation, it is less clear how successful these strategies have been in creating meaningful and valued roles for parents. Because of the critical role that parents play in assisting their children in making the transition from school to adult life, additional attention must be given to establishing strategies and methods needed to actively engage them in discussions and decisions concerning school and postschool options. Special attention is being given to increased funding for effective training and outreach strategies for parents from diverse multicultural backgrounds and those living in poverty. To improve student and parent participation, there is a need to:

- **Support students in the development of decisionmaking, communication, and self-advocacy skills necessary to assume a leadership role in their transition/IEP meetings.** Strategies may include offering classes specifically designed to enhance decision making, efforts to promote self-determination and goal setting throughout the curriculum, and sending information home to assist parents in preparing their child for participation. Students' goals for self-determination must also be clearly stated within IEPs.

- **Ensure that parents and students have the information they need to participate in the IEP and transition planning process.** Parents also need information on the juvenile justice system, appropriate strategies and programs for serving youth with emotional and behavioral disabilities, information on community service programs and their availability, and many other issues.

Challenge 5: Improve Collaboration and System Linkages at All Levels

The effective use of interagency collaboration and cooperation to address transition needs of youths with disabilities has been difficult to achieve due to widely varying factors, including: (1) lack of shared information on students across agencies, making it virtually impossible to develop integrated service plans that support individuals in achieving school and postschool results (Johnson et al., 2000); (2) lack of follow-up data on program recipients that could be used to improve service effectiveness (Johnson, McGrew, Bloomberg, Bruininks, & Lin, 1997; Stodden & Boone, 1987); (3) lack of adequate attention in IEPs to health insurance, transportation, and other aspects of adult living; (4) lack of systematic transition planning with those agencies that would assume responsibility for postschool service needs (Hasazi et al., 1999; Johnson & Sharpe, 2000); (5) ineffectual interagency agreements (Guy & Schriner, 1997); (6) difficulties in anticipating needed postschool services; and (7) inefficient and ineffective management practices for establishing interagency teams (Johnson et al., 1987). Despite these problems, interagency collaboration and coordination of services must continue as a major strategy in addressing the needs of youths with disabilities.

A wide range of collaborative approaches and models has been part of the ongoing effort to improve transition services and postschool outcomes for youth with disabilities and families for more than two decades. OSEP's State and Local Implementation of IDEA (SLIIDEA) study (2001) identified strategies by States to improve the coordination of services. The study found, for example, that States have relied extensively on the development of interagency agreements to provide services that support students with disabilities as they transition from school to adult life. The study found that 89 percent of the States have written agreements with vocational rehabilitation, 56 percent with mental health agencies, and 51 percent with agencies responsible for employment and training (U.S. Department of Education, 2001). States have also funded transition coordinators whose primary responsibility is assisting districts to help students transition from school to postsecondary education, employment, and community living. Currently, 46 States report employing one or more transition coordinators (U.S. Department of Education, 2001). To improve collaboration at all levels, there is a need to:

- **Promote regular education and special education collaboration.** This would include collaborative models of instruction, student assessment, and IEP and transition planning between regular education and special education to promote positive school outcomes.

- **Promote collaborative staff development programs.** A variety of multidisciplinary and interdisciplinary approaches such as cross-training, train-the-trainer, team-building, and others involving collaborative relationships between State and local agencies, school-district personnel, institutions of higher education, parent centers, and consumer and advocacy organizations must be promoted.

- **Establish cross-agency evaluation and accountability systems.** This would include evaluations of school and postschool employment, independent living, and related outcomes of former special education students.

- **Develop innovative interagency financing strategies.** Fiscal disincentives should be removed and waiver options provided to promote cost-sharing and resource-pooling among agencies in making available needed transition services and supports for students with disabilities.

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Outcomes for Students with Problem Behaviors in School: Issues, Predictors, and Practices

The purpose of this module is to review issues, practices, progress, and challenges regarding problem behaviors. Although the module addresses behavior issues across all disability groups, as well as children without disabilities, the research foundation regarding behavior issues stems largely from the work with students with emotional and behavioral disorders. The module begins with a review of what we know about this population and the academic and life outcomes for students with some of the most challenging problem behaviors—those whose behavior interferes with their ability to learn or to maintain satisfactory relationships or is disruptive to the learning environment. These difficulties may be termed academic and social failure.

Students who exhibit behavior disorders in school continue to be one of the most problematic issues for both teachers and administrators (Furlong, Morrison, & Dear, 1994). As a consequence of their behaviors, these students spend less time engaged in instruction and often disrupt the learning environment for both themselves and their peers. The prognosis for success in school and in life for these students is frighteningly poor. This prognosis creates the need to develop effective and efficient prevention and intervention practices. Unfortunately, while inclusion is a goal for these students, research indicates that simply placing them in regular education environments with appropriate peer models is not sufficient to facilitate academic or behavioral success (Gable, McLaughlin, Sindelar, & Kilgore, 1993). For many of these students, placement in the regular education environment without appropriate supports may lead to more academic and social failure than does placement in more restrictive settings (Friedman, Cancelli, & Yoshida, 1988; Rich & Ross, 1989).

This module looks at trends and outcomes among students with problem behaviors, focusing on the school's role. A review of the research will lead to a discussion of the predictors of students who exhibit problem behaviors in school. Although these students often come to school predisposed to failure, a comprehensive analysis of these predictors is key to developing effective school-based prevention strategies. Finally, the module presents a brief summary of effective prevention practices.

Students with Problem Behavior: Outcomes

This section presents a review of student outcomes in regard to problem behaviors. Throughout the 1997 reauthorization of the Individuals with Disabilities Education

Act (IDEA), discussions on behavior and discipline were constant and somewhat contentious. Through these debates, it became obvious that there was a lack of the data that are needed to make informed decisions. Several data collection efforts are currently in place to provide information on behavioral issues, including national studies on the implementation of the behavior-related provisions of IDEA and State-reported data on suspensions and expulsions.

School Outcomes

In 1998-99, OSEP began collecting data from States on children with disabilities who were removed from their educational placement for disciplinary reasons. These data were required as part of a comprehensive effort to address discipline issues in the 1997 reauthorization of IDEA. States reported the number of children with disabilities who were (1) unilaterally removed to interim alternative education settings following drug or weapon offenses, (2) removed based on hearing officer determinations regarding likely injury to themselves or others, or (3) suspended/ expelled for more than 10 days in a school year. States also reported on the acts precipitating these removals. Data were reported by race/ethnicity and by disability category. In 1999-2000, OSEP funded a study of issues associated with the validity of the State-reported discipline data and found many threats to the validity of the data. As a result, OSEP has initiated revisions to the collection.

In order to provide a more complete understanding of the importance of addressing problem behaviors early and comprehensively, the following sections of the module review the literature to provide a synthesis of current views on typical outcomes for students with problem behaviors.[3]

Academic and Social Failure

While academic failures are directly related to curricular expectations, social failures involve a lack of success in meeting expectations for interacting in a school environment. Academic and social failures are reciprocally and inextricably related (Kauffman, 2001; Maguin & Loeber, 1996). The most obvious connection is seen in students with difficult behaviors who often suffer from associated academic deficits. However, the connection is equally sound in the opposite direction in that academic deficits are among the most powerful predictors of social failures and problem behaviors (Maguin & Loeber, 1996; Morrison & D'Incau 1997; Rylance, 1997; Wu, Pink, Crain, & Moles, 1982). In some sense, there appears to be evidence of characteristics of what might be termed "social learning disabilities" in many of these students. These students tend to have few friends and significantly impaired abilities to relate to peers (Kauffman, 2001). Regardless of the reasons, Marcus (1996) reports that delinquent adolescents' friendships are characterized by greater conflict, poorer attachment quality, lesser ability to repair relationships, cognitive distortions, and poorer social-cognitive problem solving.

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[3] The module does not include State-reported discipline data, which are available in Appendix A of this report.

Life-Long Challenges

The longer academic or social failure persists for these students, the less likely it is that they will be successful in their educational experiences or in their lives following separation from school (Walker, Colvin, & Ramsey, 1995). About 50 percent of students identified under IDEA as having emotional and behavioral disorders drop out of school (Wagner, Newman, D'Amico, Jay, Butler-Nalin, & Marder, 1991). Once they leave school, these students lack the social skills necessary to be successfully employed; they consequently suffer from low employment levels (Bullis, Nishioka-Evans, Fredricks, & Davis, 1993; Carson, Sitlington, & Frank, 1995) and poor work histories (Bullis & Gaylord-Ross, 1991). Over the course of their lives, students with emotional and behavioral disorders typically hold multiple short-term jobs rather than long-term employment (Wagner, D'Amico, Marder, Newman, & Blackorby, 1992) and, consequently, earn less than students from any other disability category (Frank & Sitlington, 1997).

The poor prognosis for students with academic and social failures, regardless of whether they have been served under IDEA, extends beyond employment. Within 3 years of leaving school, 70 percent of these students will be arrested (Jay & Padilla, 1987), continuing a pattern of failure that becomes extremely difficult to correct. If there is one characteristic that separates juvenile offenders from any other child who exhibits problematic behavior, it is perhaps the extraordinarily poor prognosis of successful rehabilitation, particularly for those who have been incarcerated (Scott, Nelson, Liaupsin, Jolivette, Christle, & Riney, in press). Continuing life problems include involvement with social services and the corrections system (Duncan, Forness, & Hartsough, 1995) and drug abuse (Wagner, Blackorby, Cameto, & Newman, 1993). These outcomes represent only a partial list of identified negative outcomes that are associated with students whose behavior problems result in academic and social failure.

Students with Problem Behavior: Predictable Failure

When we can predict the academic and social failures of students with behavior problems, we then have much of the information necessary to prevent more serious academic and social problems from developing over time. However, unraveling the complex array of home, community, and school factors associated with any student quickly becomes too unwieldy a task to undertake on a large scale. But research has identified significant predictors of which students with behavior problems will experience academic and social failure. The purpose of prediction is not to place or remove blame; it is helpful only if it assists in alleviating the problem. Prediction has two clear benefits. First, we must understand the reasons for failure if we are to effectively develop prevention and intervention strategies that are likely to provide these students with their best chances for success. Second, we must determine how to best use our existing resources and where additional resources will be needed to create successful programs. Regardless of the nature or source of identified predictors, this review maintains a focus on the school's role in creating and facilitating environments that predict success for students predisposed to or currently exhibiting academic and social failure.

Poverty and Predictable Early Academic Deficits

The single greatest predictor of academic and social failure in America's schools is poverty (Illinois State Board of Education, 2001; Rylance, 1997). Multiple regression analyses of statewide data in Illinois and Kentucky demonstrate that approximately 70 percent of the variance in standardized achievement scores can be accounted for by nothing more than income level (Illinois State Board of Education, 2001; Nelson, Scott, Liaupsin, Christle, & Riney, 2001). Further analysis in Illinois reveals that the cumulative effects of multiple other variables do not significantly add to the predictability of student success or failure (see table I-6).

There is strong evidence regarding the issues associated with poverty that tend to predict student failure. Students from a background of poverty typically come to school with significantly less exposure to print materials (Adams, 1988) and with less vocabulary and less practice at following complex sets of directions (Hart & Risley, 1995). These students then experience academic and social failures from the first day of school and at a higher rate than their peers (Coleman & Vaughn, 2000). These failures begin a pattern within which students experience more negative interaction and punishment while at the same time receiving less academic time with teachers. This becomes a vicious circle as students escalate problem behaviors in order to avoid aversive classroom experiences; the result is more punishment and eventual exclusion. This is an especially tragic pattern in light of the fact that there is ample evidence to suggest that increased academic engaged time and effective instructional practices can promote both academic and social success with these students (Nelson, Johnson, & Marchand-Martella, 1996; Scott, Nelson, & Liaupsin, in press; Tarver & Jung, 1995).

Table I-6
Percentage of Successful Predictions for ITBS Scores Below the Mean in Illinois

Predictors	Successful Prediction
Poverty rate	71 percent
Poverty rate + mobility rate	73 percent
Poverty rate + mobility rate, attendance rate, race, teacher race, and highest teacher degree-masters	77 percent
Poverty rate + mobility rate, attendance rate, limited English proficiency rate, average teacher salary, average teacher experience, truancy rate, race, teacher race, funding per pupil, school enrollment, average class size, highest teacher degree-bachelors, and highest teacher degree-masters	78 percent

Source: Adapted from table presented on the Illinois State Board of Education web site.

Research indicates that there are no easy answers for low-income students with a history of early academic and social failure. Simply providing effective instruction in key deficit areas is a necessity, although it is apparently insufficient to facilitate continuing success (Hart & Risley, 1995). Students with problem behaviors require effective instruction, supportive/encouraging environments, and continuous feedback on an ongoing basis. That is, preventative support cannot be delivered via a "hit and run" model. Instead, support for students with these challenges must be incorporated into the system and follow students throughout their school career. The longer a student goes without support, at any level, the less likely it is that the student will experience success. Thus, research indicates that there is little room for error in promoting success with all children—but especially those who are at-risk for academic and social failure.

Practices Affecting Student Outcomes

The following practices have been successful in both preventing student failures and in providing effective supports for intervening with students who are already experiencing failure. These practices can be characterized in three stages: (1) primary prevention—creating school environments that minimize conditions that predict failure and provide effective instruction and prompting for success across all students; (2) secondary prevention—identifying students exhibiting initial failures despite primary prevention efforts and providing them with more individualized strategies to prevent failures from progressing; and (3) tertiary prevention—identifying students with the most chronic and pervasive academic and social failures and providing intensive and collaborative school/community-based strategies to prevent these failures from resulting in school drop-out and the negative life outcomes typically associated with it (i.e., incarceration, social welfare involvement, drug abuse, etc.).

Positive Behavioral Support

Systems of positive behavioral support provide schools with a framework within which to predict student failures and to create strategies and expectations across all personnel in an effort to prevent failures. Such practices have been successful in decreasing a variety of student failures, thereby facilitating increased student success rates (Lewis & Sugai, 1999; Scott, 2001; Sugai, Sprague, Horner, & Walker, 2000). To be successful, positive behavioral supports must be implemented as a system wherein all personnel take equal responsibility for planning, implementation, and evaluation of student progress (Scott & Nelson, 1999a; Jolivette, Barton-Arwood, & Scott, 2000).

Positive behavioral support is a schoolwide approach to adopting and sustaining the use of effective practices to prevention designed to enhance the capacity of schools to educate all students, especially students with problem behaviors resulting in academic and social failure (Sugai et al., 2000). For students with problem behavior, positive behavioral supports help to prevent many of the predictable behavior problems that typically begin a pattern of escalating academic and social failures. This approach has been advocated in the *2000 Report of the Surgeon General's Conference on Children's Mental Health* as a cost-effective method of prevention. This report recommends that positive behavior support emphasize "primary prevention methods that recognize the unique differences of all children and youth, but should include selective individual student supports for those who have more intense and long-term needs" (p.7).

For students with problem behavior, positive behavioral supports help to prevent many of the predictable behavior problems that typically begin a pattern of escalating problems. However, regardless of the fidelity and implementation of schoolwide support systems, many students with problem behaviors will continue to exhibit behavior problems and experience academic and social failure. These students will require more intensive and individualized interventions (Sugai & Horner, 1999). Sugai and Horner (1999) suggest that, within a system of support, the level and intensity of support are dictated by the level and complexity of the behavior problem. Efficiency is then realized by preventing problems across all students so that more intensive needs may be identified earlier and more resources may be applied in developing individualized interventions.

Because students with problem behaviors often experience a high degree of academic and social failure in their lives, effective schools provide multiple opportunities for success and facilitate success by communicating high expectations, providing effective instruction, and developing environments that encourage, prompt, and acknowledge success. Students with a background of failure are easily discouraged and must be set up to succeed on a frequent and predictable basis (Scott et al., in press).

Effective Instruction and Collaborative Practices

Meta-analyses of over 800 studies have examined effective practice for students with problem behaviors (Gottfredson & Gottfredson, 1996; Lipsky, 1991). The largest effects were found for social skills instruction, behaviorally based interventions (i.e., encouragement and consistent responses to positive and negative behavior), and academic instruction. What these three practices have in common is that they are based on the delivery of effective instruction. For both academic and social problems, meta-analyses have identified practices in which instruction includes clear expectations and how to meet them, encouragement and facilitation of success, and consistent acknowledgment/feedback for both positive and negative behavior.

As previously discussed, students with problem behaviors require effective instruction that engages them in learning and facilitates frequent success. Evidence clearly indicates that academic success is associated with a decrease in problem behavior and involvement with the judicial system (Gottfredson & Gottfredson, 1996; Lipsky, 1991; Maguin & Loeber, 1996). However, while effective instruction has historically been conceived of as mainly an academic issue, students with problem behaviors require effective instruction across the curriculum and into students' extracurricular lives. In the social realm, research indicates a need for programs that include social skills, peer mediation and conflict resolution, and transition planning (Jolivette, Stichter, Nelson, Scott, & Liaupsin, 2000; Peck, Sasso, & Jolivette, 1997).

Effective interventions will likely require schools to look beyond their traditional role with these students. For example, Neel, Meadows, Levine, and Edgar (1988) described vocational training as the means for identifying, teaching, and reinforcing appropriate and specific job skills within a variety of work environments. This definition implies collaboration between the school and community in developing coordinated experiences and expectations. The array of problems faced by many students requires interventions that are beyond the scope of the school. Although intervention plans may be initiated by the school, the plans themselves and effective implementation of them will require a collaborative effort between the school, family, and community.

Wraparound Planning

One positive trend for students with behavior problems has been the move toward integrated and collaborative assessment and intervention. Wraparound planning typically has been conceptualized as a family- and student-centered, multidisciplinary planning process specifically designed for students whose history of problem behaviors warrants the most intensive interventions. However, wraparound planning has also been applied for students with more mild behavioral problems and as early intervention for students identified as at-risk for emotional and behavioral disabilities (Eber, Smith, Sugai, & Scott, 2001; Eber, 1999). Wraparound planning involves all stakeholders, including parents, school personnel, the student, and a variety of associated professionals from the community (e.g., vocational counselors, physical therapists, mental health, and medical professionals). Services commonly used by individuals with emotional and behavioral disabilities include counseling; financial counseling; job training, mentoring, and coaching; and health services (Karp, 1996).

School Responses

A survey conducted during the 1996-97 school year found that more than 75 percent of all schools reported having zero tolerance policies for various student offenses (U.S. Departments of Education and Justice, 1999). In addition, there has been an increase in the presence of law enforcement officers and metal detectors in public schools (U.S. Departments of Education and Justice, 1999). However, evidence suggests that such measures have been ineffective, or even counterproductive, in preventing school violence (Hyman & Perone, 1998; Mayer & Leone, 1999). Schools continue to exclude students with problem behaviors as a first-level response, often without implementing active instructional strategies for future problem prevention.

Functional Behavioral Assessment

The 1997 amendments to the Individuals with Disabilities Education Act (IDEA) mandate the development of behavior intervention plans based on functional behavioral assessment for those students with disabilities who exhibit behaviors that constitute a pattern of misbehavior or require a change in placement (P.L. No. 105-17, §615(k)(1)(B)(i)). Functional behavior assessment has been defined as "a process for gathering information that can be used to maximize the effectiveness and efficiency of behavioral support" (O'Neill et al., 1997, p. 3). Simply, functional behavior assessment is a systematic method of assessing the purpose or "function" of a student's behavior in relation to its context (i.e., surrounding environment) so that appropriate interventions can be designed to meet the unique needs of

Table I-7

Steps for Conducting a Functional Behavioral Assessment and Implementing a Behavioral Intervention Plan

Steps	Procedures
Step 1: Define the Problem Behavior	Create a concrete definition of the problem behavior and the conditions under which it typically occurs.
Step 2: Gather Information Regarding Environment and Behavior	Use interviews, questionnaires, record reviews, and direct observations to determine what environmental events tend to precede and follow behavior.
Step 3: Hypothesize Function of Behavior	Use collected information to hypothesize the function or purpose the behavior serves for the student.
Step 4: Develop a Behavioral Intervention Plan	Determine and teach an appropriate behavior that serves the same function for the student. Arrange the environment to prompt desired behavior and develop plans for providing consequences for both desired and undesired behavior.
Step 5: Monitor Behavior To Verify Hypothesis and Validate Intervention	When monitoring indicates that the intervention is successful, the functional behavioral assessment is completed. When intervention is unsuccessful, return to Step 2 and continue gathering data toward a more valid hypothesis.

individual students. The great benefit of functional assessment is the ability to assist in developing proactive (i.e., preventative), positive, and individualized behavior intervention plans for students with challenging behaviors. The basic steps for conducting a functional behavior assessment and implementing a behavioral intervention plan are presented in table I-7. The mandating of functional behavior assessment has resulted in the need to train large numbers of personnel in the process of creating behavior intervention plans based on the function of student problem behavior. However, the structure and cost of traditional professional development models make such large-scale training efforts difficult (Scott & Nelson, 1999b; Sailor et al., 2000).

Traditionally, students with problem behaviors have been placed in exclusionary environments (i.e., resource room, self-contained room, non-school placement). As more students identified with behavioral disabilities are being included in the general environment, questions have arisen regarding the appropriateness of traditional methods of functional behavioral assessment. Recent literature, however, provides support for the efficacy of functional behavioral assessment for most problem students in public school classrooms (Ellingson, Miltenberger, Stricker, Galensky, & Garlinghouse, 2000; Heckaman, Conroy, Fox, & Chait, 2000).

Examples of systems and procedures for conducting functional behavioral assessment and implementing behavioral intervention plans in public schools have increasingly demonstrated positive outcomes for students with problem behavior (e.g., Scott, DeSimone, Fowler, & Webb, 2000; Sugai, Lewis-Palmer, & Hagan, 1998). These student successes have been facilitated by functional behavioral assessment processes that involve collaborative decisionmaking and planning across a range of professionals and stakeholders (Eber, Smith, Sugai, & Scott, 2001; Jolivette, Barton-Arwood, & Scott, 2000). To bring systems together in creating effective and efficient plans, the functional behavioral assessment must be a part of typical systemic procedures for assessing problem behaviors at any level (Sugai, Horner, & Sprague, 1999). In a 1998 research synthesis funded by OSEP, behavioral intervention plans that were based on a prior functional behavioral assessment were more likely to result in positive behavior change.

This level of cooperation among a diverse group of professionals represents a fundamental change in the ownership of problem students—a shift from the expert model to the collaborative model. Such systemic changes are difficult for schools to undertake, regardless of the topic or students involved. When focusing on such a group of students whose behaviors are seen as among the most problematic issues facing school personnel, the challenge of changing systems becomes ever larger (Scott, Nelson, & Zabala, in press). Still, current evidence suggests that such processes and collaborative systems are related to positive student outcomes.

Summary

Students with problem behaviors present challenges to schools; in turn, schools tend to react in ways that often set the context for further problem behaviors and eventual school exclusion. Such students typically experience poor social and academic outcomes in school, leading to poor employment outcomes, involvement with the social services system, and incarceration. Research on school achievement points to poverty as the leading predictor of both academic and social failure. Students from a background of poverty are less prepared to enter school on both academic and social grounds and typically experience failure very early in life.

Practices that increase positive outcomes for students with problem behaviors are those such as social skills instruction, behaviorally based interventions, and academic instruction that provide systems-level support calculated to prevent predictable failures. Individualized interventions based on functional behavioral assessment and involving a range of stakeholders from both the school and community have been found to increase positive outcomes for these students. Although not implemented on a large scale, interventions and collaborative ownership of problem behaviors that are evidenced in the positive behavioral support model and the functional behavioral assessment and wraparound procedures that have been implemented systematically give reason for optimism. In general, this trend would seem to be a turning point in the effort to prevent student failure. The components of a successful model are known and well-validated. The question of success will revolve around the ability of systems to adopt and share the responsibilities for change.

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Results Experienced by Children and Families Entering Early Intervention

The emphasis in education and other social programs has recently shifted from a focus on documenting what was provided to describing what was achieved. For infants and toddlers with special needs, the desired results of intervention services are challenging to conceptualize. Acquisition of school-age skills such as reading and mathematics skills are clearly not appropriate outcomes for this age group. Similarly, broad goals of community participation or membership in groups have limited applicability to children under 3 years of age. What then are the desired results of early intervention services?

A priority addressed by the National Early Intervention Longitudinal Study (NEILS) is to examine the outcomes experienced by children and families in early intervention. Some of the purposes of Part C deal specifically with child and family outcomes and provide guidance as to the results expected from early intervention. Part C was enacted in part because of the "urgent and substantial need:

(1) to enhance the development of infants and toddlers with disabilities and to minimize their potential for developmental delay;

(2) to reduce the educational costs to our society, including our Nation's schools, by minimizing the need for special education and related services when infants and toddlers with disabilities reach school age;

(3) to minimize the likelihood of institutionalization of individuals with disabilities and maximize the potential for their independently living in society;

(4) to enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities" (§631(a)).

Drawing upon the stated purpose of the legislation, the conceptual framework for NEILS identified three distinct outcome areas that the study would assess: (1) short-term outcomes for children (enhancing development), (2) long-term outcomes for children (minimizing the need for future services, minimizing the likelihood of institutionalization), and (3) outcomes for families (enhancing the capacity of families). These three outcome areas are discussed in greater depth in the pages that follow.

NEILS is a longitudinal study following children from four birth years. These children received their first early intervention service between September 1997 and November 1998. The oldest children in the sample started kindergarten in 2000-01 and thus exited early intervention in 1998. The youngest will exit the early intervention service system in mid-2001 and will probably begin kindergarten in 2003-04. Because of the age distribution in the sample, it will be another year before short-term child outcomes are completely analyzed and a little longer before the first set of long-term child outcomes is ready for dissemination. The framework for looking at child outcomes is presented along with some preliminary data on the children's status at program entry.

Short-Term Outcomes for Children

Short-term outcomes refer to those that occur after a limited period of time in early intervention. NEILS is interviewing families annually until the child's third birthday. The short-term outcome areas being tracked are physical health; developmental milestone attainments in motor, communication, cognition, and independence; social skills and relationships with peers and adults; behavior and engagement; participation or interaction with typically developing peers; and the need for ongoing services.

The data presented in this report are baseline data against which short-term outcome data will be compared at subsequent time points. Many of the findings on status at entry to early intervention were already presented elsewhere in this report in the section on characteristics of children and families in early intervention. The data on physical health indicated that although many parents of children entering early intervention reported their child's health to be very good or excellent, these proportions were substantially smaller than those reported for the general child population under 5 (61 percent vs. 82 percent). Behavioral data suggested that more than half (56 percent) of the children entering early intervention had no trouble playing with other children, and 39 percent were not at all aggressive with other children. In this section, we will focus on the attainment of developmental milestones by describing the developmental status of children when they begin services.

Attaining age-appropriate developmental competencies is an important outcome for all infants and toddlers. It is significant for children under 3 because it facilitates interaction with the environment, which forms the foundation of individual child development. The developmental accomplishments of infancy and toddlerhood are also important because they lay the groundwork for the next level of developmental skills children must master as they move through the preschool years and then enter elementary school. For example, communication and mobility are important developmental tasks for young children. Acquiring beginning communication skills allows the child to more effectively communicate his or her needs. Similarly, becoming mobile provides access to a much broader range of environments and objects to explore and enjoy. On the other hand, the child without adequate communication skills is limited in his or her ability to interact with caregivers and others in his or her social world and is possibly frustrated by this limitation. A child who is not mobile is restricted to where he or she is placed and reliant on what others bring for the child to explore.

NEILS examined developmental attainments by asking parents to report on a set of child behavior and skills in several domains. For each item, the parent was to report whether the child "does it well," "does it but not well," or "doesn't do it at all." The specific milestones were selected because they were assumed to have face validity as markers of developmental attainment, to be universal in expression with minimal cultural/socioeconomic bias, and to be observable in everyday activities.

The status of children upon entry into early intervention on a select set of the milestones is shown in table I-8. The nationally representative data are grouped by domain and reported separately for children who were less than 12 months of age at the time of the first interview, between 12 and 24 months of age, and older than 24 months of age. In interpreting these data, it is important to remember that the three age groups of entry into early intervention reflect three fundamentally different groups of children with regard to the nature of their disability or delay. (See discussion of characteristics of children entering early intervention in Chapter II.) Children who began early intervention and whose families were interviewed when the child was less than 12 months of age are not just younger than the other two age groups. Children who begin early intervention at less than 12 months of age are much more likely to have a diagnosed condition or a risk condition such as low birth weight. Children older than 12 months, especially those older than 24 months, are much more likely to have a communication-related disability or delay.

The findings for children who were less than 12 months old at the time of the interview show that very few of the children in this group have mastered sitting, crawling, or walking. To some extent, this might be expected because the age range includes children as young as several weeks old.

Within the group of children whose families were interviewed when they were between 12 and 24 months, some have mastered the motor milestones. For example, 41 percent were reported as able to walk well. Nearly all children in the general population can walk by 17 months of age. Many of the youngest children in this middle age group entering early intervention would not therefore be expected to walk yet. Overall, the data on the motor milestones are consistent with other NEILS

Table I-8
Milestone Attainment in Different Domains by Age Group at Entry to Early Intervention Services

	Percentage of Children Reported Able To Do Milestone Well		
	Age at First Interview		
	<12 Months	12 to 24 Months	24 to 32 Months
Motor			
Grasp objects and let go of them (10)	52	NA	NA
Crawl, scoot, or creep (11)	17	NA	NA
Sit up (11)	15	NA	NA
Pick up small-objects with finger and thumb (12)	18	75	87
Hold a crayon or pencil (16)	2	41	72
Walk without holding on (17)	0	54	90
Walk quickly or run (25)	NA	42	81
Take paper off candy to unwrap (25)	NA	17	50
Communication			
Babbles (3)	64	NA	NA
Says "mama" or "dada" (12)	13	58	77
Responds to simple gestures like someone waving "bye-bye" (17)	19	70	88
Repeats or imitates a word (18)	4	22	30
Follows a 2-step verbal direction (24)	NA	37	65
Says 2 or 3 words in a sentence (25)	NA	5	17
Self-Help			
Eats bite size pieces with fingers (11)	11	NA	NA
Lifts a cup and drinks from it (18)	5	65	88
Takes off socks without help (23)	NA	65	78
Washes and dries hands thoroughly (28)	NA	NA	36
Cognition			
Looks for object out of sight (7)	26	NA	NA
Laughs in response to peek-a-boo (8)	49	NA	NA
Explores objects by shaking and banging (11)	39	NA	NA
Puts things into and takes them out of things (12)	5	NA	NA
Does simple pretending in play like feeding a doll (18)	1	29	64
Shows that knows two body parts (28)	NA	40	77
Refers to things as "mine" (30)	NA	21	51
Gives his or her first name (35)	NA	6	14

Note: The number in parenthesis after the milestone is the age in months by which almost all children in the general population (approximately 90 percent) have attained this milestone. Some milestones are too advanced or too young for some age groups and were "not asked" (NA) for these children.

Source: National Early Intervention Longitudinal Study.

data showing motor difficulties are less often a reason for early intervention services among this middle age group compared to the younger population.

The predominance of communication difficulties among children who begin receiving early intervention after 24 months of age is strongly reflected in the milestone data. Saying "mama" is a milestone mastered by the general population of children by 12 months of age. Within the group of children who began early intervention between 12 and 24 months of age, only 58 percent could say "mama." Similarly, almost all children in the general population can follow a two-step direction by 24 months. Only 37 percent of children who were between 12 and 24 months when the interview was conducted could do this well. These children were relatively more proficient in the area of self-help, but still only 65 percent could use a cup to drink or take off their socks. Both of these are usually mastered by 24 months.

The children who were the oldest when they began to receive early intervention services, those who were between 24 and 32 months at the time of the interview, were somewhat skilled in the motor and self-help areas. Even in these areas, some children were having difficulties in areas typically mastered by much younger children. Only 90 percent were reported as able to walk well, and only 81 percent could run quickly. Only half could take the wrapper off a piece of candy, something that nearly all children can do by 25 months. Most could use a cup and take off their socks.

The oldest children, those who began early intervention services after 24 months, have mastered milestones in the motor, self-help, and cognitive areas with one exception. Almost all children can pick up small things by 12 months of age, so even though only 13 percent of the oldest group of children beginning early intervention were not able to do this task well, these children are a year or more behind in acquiring this skill.

A different picture is presented by the communication milestones. Among this oldest group of early intervention entrants, the percentage who could say "mama," a 12-month milestone, was only 77 percent. A task that almost all children can do by 18 months is repeating a word. Among children who began early intervention between 24 and 32 months of age, however, only 30 percent were reported by their caregivers as able to do this. All of the communication milestones show this oldest group as having difficulty in this area at the time they began to receive early intervention services.

These data describe the children at entry to early intervention. The more interesting question is how children will change over time with regard to short-term developmental outcomes. Future analyses from NEILS will examine the attainment of developmental milestones as children receive services over time and as they get older.

Long-Term Outcomes for Children

Long-term outcomes from early intervention are those that occur after the child has left early intervention services. An important long-term outcome is prevention of future delays and disabilities. The meaning of "prevention" varies for different kinds of children. It is important to understand that the population of children being served in early intervention programs is extremely heterogeneous with regard to the nature of their delay, disability, or risk condition. A baby born at 975 grams with multiple physical problems presents a very different set of needs from a healthy 26-month-old with a delay in communication skills. Both of these children, as well as children with many other different conditions and needs, can be eligible for early intervention services. These variations among children have direct implications for what early intervention is trying or can reasonably be expected to enhance or prevent.

In NEILS, several different long-term outcomes for former recipients of early intervention are being examined, including the need for future services, physical health, developmental attainments, academic skills, memberships in groups such as being a member of a sports team, and interpersonal relationships such as friendships. The need for future services is being examined at 36 months (what proportion of children are referred for special education upon exiting early intervention?) and at kindergarten (what proportion are receiving special education in kindergarten?). Changes in physical health and developmental attainments are also being assessed at 36 months and at kindergarten. The academic skills of reading and mathematics are assessed only at kindergarten, as is membership in groups. Relationships or friendships are assessed at 36 months and at kindergarten.

Family Outcomes

Early intervention is a program designed for both children and families. Family-centered practices are mandated as an integral part of early intervention services and are expected to permeate all aspects of service delivery (Bailey, Buysse, Edmondson, & Smith, 1992). To address the need for an approach that could be applied in evaluating family outcomes across many families and programs, Bailey et al. (1998) proposed a general framework for assessing family outcomes. The framework identifies two general types of family outcomes and corresponding questions that reflect current values and the outcomes early intervention could be expected to affect. The two general categories of outcomes are the family's perception of their early intervention experience and the impact of services on the family. This framework was used to develop the family outcome measures in NEILS. The NEILS data presented here refer only to the family's initial perception of the early intervention experience. All families were interviewed within 4 months of beginning early intervention; the majority were interviewed within 2 months. Additional data on the impact on the family will be forthcoming as information at later time points becomes available.

NEILS examined a number of issues related to the families' perceptions about their entry into early intervention, as well as satisfaction with initial services. These data are shown in table I-9. The great majority of families had little difficulty finding out about early intervention services or getting the services started. The findings with regard to the individualized family service plan (IFSP) are somewhat surprising in that one in five families was not aware of the existence of a written plan. Presumably they had participated in such a process 1 to 2 months prior to being interviewed. The diagnosis of a disability and the subsequent entry into a new service system can be an overwhelming process for families, and it appears that the development of the IFSP may have not been well explained, was forgotten, or both, for some families. It is also possible that the development of the plan was not the family-professional partnership it is envisioned to be, so there was little for families to remember. This may be related to the substantial number of premature infants entering the system shortly after birth.

Other aspects of the IFSP process were generally perceived as positive. Perceptions about who was seen as making decisions varied depending on the decision. Goals and outcomes were overwhelmingly seen as joint decisions between families and professionals. The kinds of services to be provided were seen as joint decisions by two-thirds of the families. On the other hand, about half the families felt professionals mostly made the decisions on the amount of services. Most families were satisfied with their level of involvement in the decisionmaking.

Families were generally pleased with the quality and quantity of the early intervention services they were receiving. Families were asked to rate their therapy services as well as their other early intervention services with regard to both of these dimensions. They were also pleased with the number of professionals working with the child. Over 90 percent felt the help and information that had been provided to the family was excellent or good. These ratings were offered within the first 4 months of the family's experience with early intervention, but the data clearly indicate that, for most families, their initial experiences with early intervention are positive.

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Table I-9

Families' Perceptions of Entering Early Intervention, the IFSP Process, and the Initial Services Provided

	Percentage of Families
Entering Early Intervention	
Amount of effort required to find out where to go to try to get early intervention services	
A lot of effort	11
Some effort	14
Little	25
No effort	50
Amount of effort to get services started	
A lot of effort	9
Some effort	14
Little	34
No effort	43
IFSP Process	
Aware of a written plan that describes goals and services	
Yes	82
No	18
Who came up with the goals or outcomes	
Mostly the family	7
Mostly the professionals	12
Family and professional together	81
Who decided on the kinds of services	
Mostly the family	9
Mostly the professionals	27
Family and professional together	64
Who decided on the amount of services	
Mostly the family	8
Mostly the professionals	49
Family and professional together	41
How family feels about involvement in decisionmaking	
Wanted to be more involved	22
Involved about the right amount	77
Wanted to be less involved	1
Satisfaction with Initial Services	
Rating of amount of therapy	
More than needed	4
About the right amount	76
Less than needed	20
Quality of therapy services	
Excellent	60
Good	32
Fair	6
Poor	<1

Table I-9 (cont'd)

	Percentage of Families
Rating of amount of other early intervention services	
More than needed	5
About the right amount	82
Less than needed	13
Quality of other early intervention services	
Excellent	52
Good	45
Fair	6
Poor	1
Rating of number of professionals working with child	
Too many	2
About the right number	91
Not enough	7
Rating of help and information family had received	
Excellent	56
Good	36
Fair	7
Poor	1

Note: Numbers may not sum to 100 due to rounding.

Source: National Early Intervention Longitudinal Study.

Conclusion

The information collected thus far in NEILS documents a relationship between developmental characteristics, reasons why children are eligible for services, and the age at which they enter the early intervention service system. It remains to be seen how long-term child outcomes will relate to these findings and other child, family, and service provision characteristics.

Overall, families are satisfied with the services they are provided or offered at the time their child enters early intervention. Continued contact with parents will determine if the early intervention service system is able to maintain this standard of meeting the needs of the families of young children with disabilities.

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II. STUDENT CHARACTERISTICS

Characteristics of Children and Families Entering Early Intervention

Preschoolers Served Under IDEA

Students Ages 6 Through 21 Served Under IDEA

Limited English Proficient Students with Disabilities

Characteristics of Children and Families Entering Early Intervention

In 1999-2000, 205,769 children and their families in the United States received early intervention services under Part C of the Individuals with Disabilities Education Act (IDEA). This figure represents 1.8 percent of the nation's infants and toddlers, according to July 2000 population estimates from the U.S. Census Bureau. What do we know about these children and their families?

To answer this question, the Office of Special Education Programs (OSEP) commissioned the National Early Intervention Longitudinal Study (NEILS). NEILS is following a nationally representative sample of 3,338 infants and toddlers who received early intervention services for the first time between September 1997 and November 1998. Information is being collected repeatedly on these children and their families throughout the early intervention years and then again when the children enter kindergarten. Data from NEILS will play a key role in efforts to improve early intervention services and results for infants and toddlers with disabilities.

Some descriptive information about the characteristics of children and families receiving early intervention was presented in the *22nd Annual Report to Congress*. Briefly, these initial findings indicated that the average age of the child at the time of the first individualized family service plan (IFSP) was 17.1 months.[1] Most children (64 percent) were eligible for early intervention because of a developmental delay, and these children were most likely to begin early intervention after 21 months of age.

One of the primary reasons for eligibility for service among the youngest children were reasons related to their birth histories. Around 40 percent of the children who began early intervention at 12 months of age or less needed services for reasons related to prenatal/perinatal abnormalities. Among older children, a speech or communication problem was the most frequent reason for receipt of early intervention services.

NEILS data indicate that boys made up 61 percent of the early intervention population and 65 percent of those with developmental delays. The largest racial/ethnic group in the early intervention population was white (56 percent), followed by black (21 percent), Hispanic (15 percent), and Asian/Pacific Islander (5 percent). These figures differ somewhat from the State-reported data for 1999-2000, which are reported in table AH7. States reported that 60.7 percent of the Part C population was white, 18.0 percent was black, 16.5 percent was Hispanic, 3.6 percent was Asian/Pacific Islander, and 1.2 percent was American Indian/Alaska Native.[2] NEILS data also suggest that children in foster care were substantially overrepresented among those in early intervention. Seven percent of the children entering early intervention were in foster care, a rate about 10 times greater than that of the general population (U.S. Department of Health and Human Services, 1998).

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[1] All data presented here are weighted to represent the national population of infants and toddlers entering early intervention.

This module provides a more detailed description of the children in early intervention based on new data available from NEILS. The module includes data describing the nature of these children's disabilities and their birth histories, health status, and behaviors. The text also includes descriptive demographic data on the children and their families, including family size, structure, and socioeconomic status. The data presented in this report are based on a telephone interview (*N*=3,000) which was conducted with a family member[3] within the first few months after the child and family started early intervention services.

Child Characteristics

Child Functioning

To further explore the nature of the abilities and disabilities of children receiving early intervention services, parents were asked a series of questions about various aspects of their child's functioning, including vision, hearing, mobility, and communication. These results are shown in table II-1. Very few parents reported that their child had a lot of trouble seeing or hearing (8 percent and 9 percent, respectively). A hearing aid or other hearing device had been prescribed for 2 percent, and glasses had been prescribed for 2 percent. One-fourth of the children in early intervention were reported as having at least some difficulty with their hands and arms; 7 percent had a lot of trouble or no use of their hands and arms. Similarly, 26 percent of the children in early intervention were reported as having at least some

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[2] For a number of reasons, the State-reported data are expected to differ from the NEILS data. Because collection of race/ethnicity data at the State level has taken place only for the past 2 years and several States have missing data, the race/ethnicity figures must be interpreted with caution. In addition, NEILS is a sample survey, and the sample was not drawn from all 50 States. The States report population data rather than sample data.

[3] The adult best able to talk about each child and his/her early intervention experiences was the respondent for the telephone interview; the vast majority were the child's biological, adoptive, or foster mother (90 percent), and respondents are referred to as parents here.

Table II-1
Functional Characteristics of Children Entering Early Intervention as Reported by Caregivers

	Percent
Diagnosed hearing problem	
Yes	9
No	91
Diagnosed vision problem	
Yes	8
No	92
Use of arms and hands	
Uses both normally	75
Has a little trouble	18
Has a lot of trouble	6
No use of one or both	1
Use of legs and feet	
Uses both normally	73
Has a little trouble	19
Has a lot of trouble	7
No use of one or both	1
How well does child make needs known	
Communicates just as well as other children	30
Has a little trouble communicating	41
Has a lot of trouble communicating	25
Doesn't communicate at all	4
When child talks to people s/he doesn't know, child is*	
Very easy to understand	12
Fairly easy to understand	22
Somewhat hard to understand	38
Very hard to understand	28

Note: Only asked if child used words to communicate.

Source: National Early Intervention Longitudinal Study.

trouble with their legs or feet, while 8 percent had a lot of trouble or no use of one or both legs or feet. Eleven percent of those with a lot of trouble or no use of their legs or feet entered early intervention using some kind of equipment to help them get around.

Substantially greater numbers of infants and toddlers were reported as having trouble communicating. Only 30 percent of the children were seen as communicating their needs as well as other children, and 41 percent were reported to have a little trouble communicating. One-fourth of the children were reported as having a lot of trouble with communication, and 4 percent did not communicate at all. Parents were also asked about how easy the child is to understand when talking to people he or she doesn't know. Two-thirds of the children were described as somewhat or very hard to understand.

The parent reports were consistent with provider reports on the reasons children were eligible for early intervention. Many different conditions, delays, and disabilities were represented among the population of children entering early intervention, with any one particular difficulty being reported for only a small proportion of the children. The notable exception was difficulty in the area of speech and communication, which characterized a fairly large proportion of those entering early intervention. This was especially true of those over 24 months of age. Children with communication delays might be those who respond well to early intervention and require few or no services in future years. Alternatively, communication delays could be an early marker of other serious developmental problems such as cognitive delays. Additional NEILS data in forthcoming years will provide information on the results these children experience.

Birth History

Because low birth weight[4] is often associated with developmental difficulties, it is not surprising to find that a substantial portion of children in early intervention were not of normal birth weight. Nearly one-third of the children in early intervention (32 percent) were low birth weight (see table II-2), compared with 7.5 percent of the general population. One in six children (17 percent) receiving early intervention were very low birth weight, compared with 1 percent of the general population (Ventura, Martin, Curtin, & Matthews, 1999).

Very low birth weight places an infant at even greater risk of serious medical and developmental problems (Botting, Powls, Cooke, & Marlow, 1998). Among the children receiving early intervention there was a high incidence of children of very low birth weight in all racial/ethnic groups, but the proportions differed by race/ethnicity. Black infants were most likely to be of very low birth weight; 31 percent of black babies in early intervention were very low birth weight.

Black babies are also more likely to be low birth weight in the general population. The ratio of black to white infants of low birth weight is similar for both the general and early intervention populations; slightly more than 2.5 times as many black babies

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[4] Children who are born weighing less than 2,500 grams are termed "low birth weight," and those weighing less than 1,500 grams are referred to as "very low birth weight."

Table II-2
Birth Histories of Children Entering Early Intervention

	Percent
Birth weight	
Less than 1000 grams	10
1000 to 1499 grams	7
1500 to 2499 grams	15
2500 grams or more	68
Percentage of babies from each ethnic group under 1500 grams	
White	12
Black	31
Hispanic	16
Asian/Pacific Islander	13
Mixed or Other	18
Stayed in neonatal intensive care unit after birth	
Yes	37
No	59
Don't know	4
Stayed in hospital after birth because of medical problems	
No	55
1 to 4 days	6
5 to 14 days	12
15 to 30 days	7
31 or more	19

Source: National Early Intervention Longitudinal Study.

as white babies were born of low birth weight in both groups (2.6 for those in early intervention vs. 2.8 for the general population). Hispanic babies in early intervention were 1.3 times more likely than white infants to be very low birth weight, comparable to the ratio of 1.1 in the general population.

Another important indicator of birth problems and possible later difficulties is whether the child was hospitalized in the neonatal intensive care unit after birth. A sizable proportion of the early intervention population—37 percent—was in neonatal intensive care (see table II-2). Consistent with the findings for low birth weight, race/ethnicity was related to use of neonatal intensive care. Black infants were in intensive care most frequently relative to other groups; nearly half of the black children in early intervention had been in intensive care after they were born.

One last indicator of difficulties at birth is whether the baby stayed at the hospital after birth for a medical reason. Forty-four percent of the children entering early intervention were required to stay in the hospital after birth. Eighteen percent stayed

2 weeks or less. At the other extreme, 19 percent stayed in the hospital for more than a month. Parent-reported data on these children's birth histories indicate that a relatively high percentage of children in early intervention had difficulties at birth, especially prematurity and low birth weight. This finding is consistent with provider information about the relatively high proportions of children who entered early intervention in the first year of life because of prenatal and perinatal abnormalities.

General Health and Health Care

Parents were asked several questions regarding their child's current health, health care, and health insurance status. Although some children receive early intervention for disabling conditions related to their health, many children are eligible for services because of developmental problems rather than health per se. Most parents (84 percent) reported their children's health to be good, very good, or excellent (see table II-3). This is a lower figure, however, than reported for the general population. Figure II-1 shows the distribution of responses on health status for both the early intervention and general population. Nearly all parents in the general population (98 percent) report their children to be in good, very good, or excellent health.[5]

Consistent with the ratings of overall health, 26 percent of the children in early intervention were reported to be taking prescription medication for a chronic condition. Sixteen percent were reported to be using a medical device of some sort, with the most common medical devices being respirators, breathing monitors, and nebulizers. Over a third (34 percent) had been hospitalized at least 1 night since coming home from the hospital, with 7 percent hospitalized for 15 or more days.

With regard to health care, families of nearly all children in early intervention (97 percent) reported that their children had a place to go for regular medical care. Similarly, nearly all children (95 percent) were covered by health insurance. Health insurance can be a powerful determinant of whether children have access to routine health care and even to treatment in the event of illness. Slightly less than half (44 percent) of children were insured through a government insurance program. Last, about one in five families (19 percent) reported that their insurance company had refused to pay for something they tried to get for their child.

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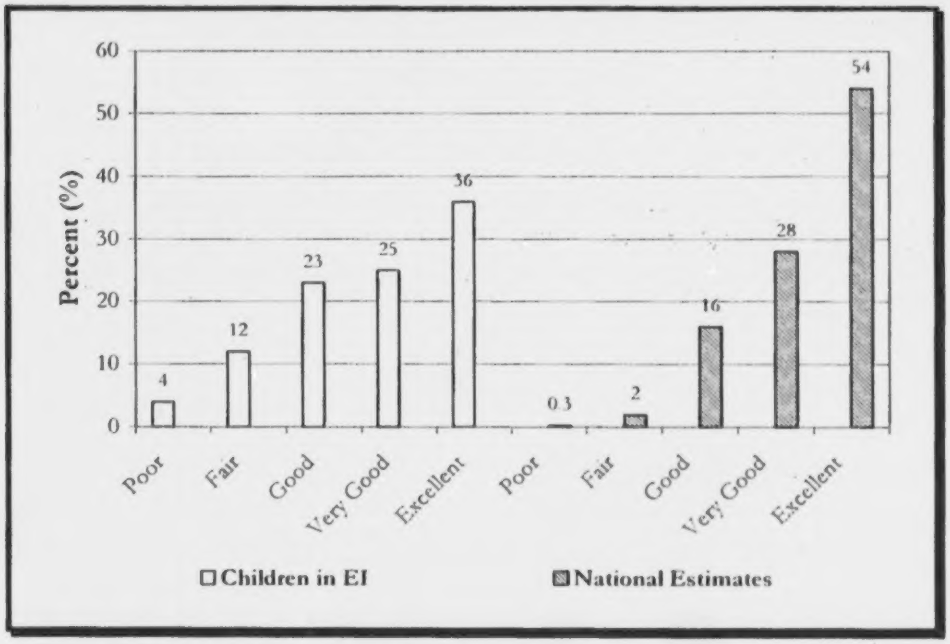
[5] The national data are for children under age 5. For this reason, some of the differences between the national data and the early intervention data could be due to the older children included in the national data.

Table II-3
Health Status of Children Entering Early Intervention

	Percent
Health Status	
Excellent	36
Very good	25
Good	23
Fair	12
Poor	4
Regularly taking any prescription medication for a specific condition or problem	
Yes	26
No	74
Uses any kind of medical device like an oxygen tank, catheter, or a breathing monitor	
Yes	16
No	84
Hospitalized since coming home from hospital after birth	
No	66
1 to 4 days	16
5 to 14 days	11
15 or more	7
Has a place to go for regular medical care	
Yes	97
No	3
Covered by any health insurance	
Yes	95
No	5
Covered by government-assisted health insurance	
Yes	44
No	56
Ever tried to get insurance to pay for something for child that it wouldn't pay for	
Yes	19
No	81

Source: National Early Intervention Longitudinal Study.

Figure II-1
Distribution of General Health Status Rating of Children in Early Intervention Versus Children Under 5 General Population



Source: Adams, P.F. et al., 1996; National Early Intervention Longitudinal Study.

Behavior

Children vary in temperment and personality style from a very early age. The importance of some of these differences is not readily apparent. Does a 2-year-old who pays attention for a long period of time become the child who stays focused in first grade? Does the aggressive toddler become the 5-year-old with behavior problems? Part of the significance of the NEILS behavioral data rests in their stability or the extent to which early behavior serves as a predictor of later behavior. Across many different behavior items, the same pattern emerged (see table II-4). Some children, usually about half, were reported by their caregiver to have no trouble with a given behavior. Another third of the children were reported as having some difficulty, and 10 to 40 percent of the early intervention children are described as having behavioral challenges. For example, 19 percent of parents reported that it was not like their child to pay attention and stay focused; 25 percent reported that their child was easily startled; 39 percent reported their child was very active and excitable; 11 percent reported their child was often aggressive with other children;

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Table II-4
Behaviors of Children Entering Early Intervention as Reported by Their Caregivers

	Percent
Does things on own even if hard	
Very much like this child	53
A little like this child	32
Not like this child	14
Pays attention and stays focused	
Very much like this child	43
A little like this child	38
Not like this child	19
Jumpy and easily startled	
Very much like this child	25
A little like this child	30
Not like this child	45
Very active and excitable	
Very much like this child	39
A little like this child	31
Not like this child	29
Trouble playing with other children	
No trouble	56
Some trouble	32
A lot of trouble	10
Not around other children	2
Aggressive with other children	
Not at all	39
Sometimes	50
Often	11
Child has sleep trouble	
Rarely or never	53
Sometimes	28
Often	19
How easy is it to take child to the store or an appointment	
Easier than other children his/her age	23
Just as easy	45
A little harder	21
Much harder	11

Source: National Early Intervention Longitudinal Study.

and 19 percent reported that their child has sleep problems. About 1 in 10 parents (11 percent) reported that their child was much harder to take to the store or to an appointment than other children the same age. This could be because of the child's behavior or because the child has medical or other problems which might require special care. These are not all the same children having difficulties in different behavioral areas; rather the findings suggest that there are numerous ways for young children to present challenges within their families, and a minority of early intervention children present each of these challenges. Longitudinal data will reveal whether these challenges persist over time and thus their importance for future growth and development.

Family Characteristics

The family characteristics of young children are extremely powerful predictors of how these children will develop (National Research Council/Institute of Medicine, 2000). In addition to issues related to birth history, health, and health care, there are other factors that constitute risks or facilitators to development. One of the most powerful factors is poverty. The impacts of poverty begin prenatally and accumulate throughout childhood. The following sections present information on family structure and family socioeconomic characteristics. Both of these relate to the issue of resources, human and fiscal, that are available to the child. A well-educated mother of moderate to high income has many resources available to assist with child-rearing, while a poor, uneducated, single mother continually faces new challenges around the type of environment she is able to provide for her children. These differences might be especially significant for a young child with a delay or disability who might need more caregiving than a typically developing infant.

Family Structure

The number of adults in the child's household reveals an interesting picture (see table II-5). Two-thirds of the children entering early intervention were living with two adults in the household. Fifteen percent were living with only one adult, and 18 percent lived in households with three or more adults. The other adult(s) in the household was not necessarily the child's other parent. Recent population data indicate that 23 percent of the birth to 4 population live with a single parent, and 74 percent live with two parents (Federal Interagency Forum on Child and Family Statistics, 2001). Whereas most children entering early intervention (91 percent) were living with their biological or adoptive mother, only 66 percent were in households with their biological or adoptive father. Given that these are children under the age of 3, the percentage of them living with their biological fathers will almost certainly decrease over time.

Table II-5
Family Structure of Children Entering Early Intervention

	Percent
Number of adults in household	
One	15
Two	67
Three	11
Four or More	7
Number of children in household	
One	30
Two	36
Three	19
Four or More	15
Other children in household with special needs	
None	80
One	16
Two	3
Three or More	1
Living with biological or adoptive parent	
Mother	91
Father	66
Age of biological mother at birth of child	
13 to 18	4
18 to 22	16
22 to 30	37
30 to 35	25
35 to 40	14
40 and above	4

Source: National Early Intervention Longitudinal Study.

The data on other children in the household show that 30 percent of those in early intervention had no siblings or other children in their households, and 36 percent were living with only one other child. One-third of the children in early intervention were from households with three or more children. In 20 percent of the households, there was another child with special needs and sometimes more than one. The biological mothers of the children in early intervention were a wide range of ages at the time the child was born. Four percent were born to teenage mothers and another 4 percent were born to mothers over 40, with all of the age groups in between well-represented.

Socioeconomic Characteristics

The level of education of the primary caregiver is also a powerful predictor of a child's development. Many studies have shown a marked difference between children of less-well-educated and educated mothers (Furstenberg, Brooks-Gunn, & Morgan, 1987; Sameroff, Seifer, Barocas, Zax, & Greenspan, 1987; Werner & Smith, 1992). Primary caregivers of the children, most of whom were the child's biological mother, in early intervention came from a variety of education levels. About half had a high school diploma or less; 16 percent had not finished high school. One-fourth of the caregivers had finished college. Hispanic and black children receiving early intervention services were more likely than children from other racial/ethnic groups to have caregivers with less than a high school education, 29 and 25 percent respectively. Fathers were slightly better educated than mothers, with 32 percent of the fathers having graduated from college.

A little more than one-half the mothers were not working, and only 22 percent were working full time. Nearly all the fathers (90 percent) were employed, and most of them were working full time. The data on household income show that more families in the Part C early intervention program tend to be low income than in the general population. Forty-one percent of the families of children in the early intervention system reported family incomes of less than $25,000 a year. Another 29 percent had incomes between $25,000 and $50,000. Although data on families of children ages birth to 3 are not available for the general population, data on families with children 18 and under highlight the extent of poverty among the population served by the Part C program. Only 20 percent of families with children 18 and under in the general population report household incomes of less than $25,000. Some of the difference in income could be due to the presumably greater work experience of the parents in households with 18-year-old children versus those with infants and toddlers. The differences are so large, however, that age of parent or work force history is not likely to explain the entire difference in income. Another indicator of the relative poverty of families of children in early intervention was the high proportion of families, one in three, who had received welfare or food stamps some time during the past year. A small proportion of families had received Supplemental Security Income (SSI) payments for their child. Despite the relatively low income levels of families in early intervention, slightly more than half reported that they own their home.

Conclusion

The data on the characteristics of children and families receiving early intervention through the Part C program are diverse but do include a few trends. Children are

Table II-6
Socioeconomic Characteristics of Families of Children Entering Early Intervention

	Percent
Education level of mother/female caregiver	
Less than high school	16
High school diploma/GED	32
Some college	28
BA, BS or higher	24
Education level of father/male caregiver	
Less than high school	11
High school diploma/GED	34
Some college	23
BA, BS or higher	32
Employment status of mother/female caregiver	
Not employed	56
Part time	21
Full time	22
Employment status of father/male caregiver	
Not employed	10
Part time	6
Full time	84
Family Income	
Less than $25,000	41
$25 – 50,000	29
$50 – 75,000	17
Over $75,000	13
Received welfare or food stamps in the past year	
Yes	32
No	68
Ever received SSI payments for the child	
Yes	15
No	85
Type of Housing	
Own	54
Rent	36
Public housing	8
Other	2

Source: National Early Intervention Longitudinal Study.

eligible for early intervention for a large number of different conditions. When viewed from the perspective of children's functional skills, the data show a small proportion of children who have significant difficulties with hearing, vision, use of arms and hands, or use of legs and feet. A much larger proportion have difficulty communicating. A substantial portion of children in early intervention have poor birth histories, especially black children. Some children in early intervention are in good health, but compared to the general population, higher percentages of early intervention children are reported to be in poor or fair health. Some children in early intervention also present challenging behaviors, while others do not.

The families of children in early intervention are equally diverse. Relatively high proportions of them are low income, even though almost all of their fathers and nearly half of their mothers were employed. Nearly one in three early intervention families had received welfare or food stamps in the past year. However, some families of children in early intervention reported moderate to high education and income levels. In sum, both the children and families in early intervention represent a wide cross-section of all characteristics examined. These child and family characteristics will be examined in future NEILS analyses to see how they relate to outcomes in early intervention and kindergarten.

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Preschoolers Served Under IDEA

The Individuals with Disabilities Education Act (IDEA) requires States to have in effect policies and procedures to ensure the provision of a free appropriate public education (FAPE) to all 3- through 5-year-olds with disabilities in order to be eligible for funds under the Preschool Grants Program and other IDEA funds targeted to children ages 3 through 5 with disabilities. States may also, at their discretion, serve 2-year-olds who will turn 3 during the school year. In addition, IDEA requires States to report data regarding their progress in providing special education and related services to preschoolers with disabilities. This module presents State-reported data on preschoolers served under IDEA for the 1999-2000 school year.

The Number of Preschool Children Served Under Part B of IDEA

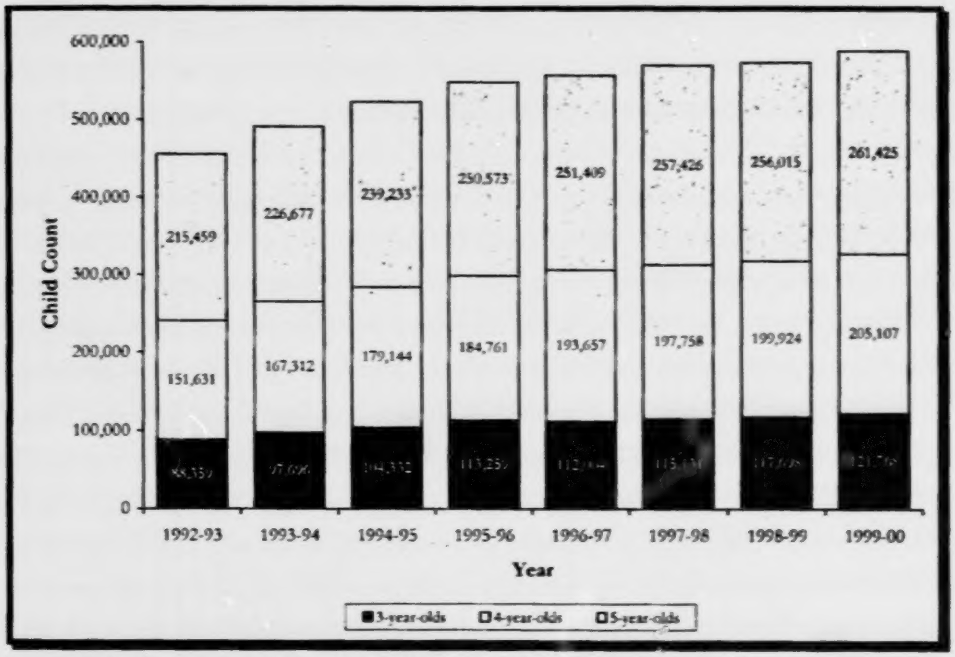
States reported serving 588,300 preschool children with disabilities during the 1999-2000 school year (see table AA1). This number represents approximately 5 percent of all preschoolers who lived in the United States and its Outlying Areas during the year (see table AA8).

Special education enrollment rates continued to vary by State. As in 1998-99, Arkansas, Kentucky, Maine, West Virginia, and Wyoming reported that more than 8 percent of their preschool populations were receiving services. The national average for the percentage of preschoolers receiving services was 5 percent.

At the other end of the continuum, Arizona, California, the District of Columbia, Hawaii, Puerto Rico, and Texas reported serving fewer than 4 percent of their preschool-aged children. These data are consistent with the 1998-99 school year, with the addition of Arizona in the group of States serving fewer than 4 percent of their preschoolers. Outlying Areas continued to report serving comparatively fewer preschoolers with disabilities under IDEA. The Virgin Islands reported serving 2.5 percent, American Samoa reported serving 1 percent, Guam 1.6 percent, and the Northern Marianas 1.3 percent of their preschool population (see table AA8).

Examining the number of children served by discrete age groups suggests that States continued to make progress in identifying younger children and providing services. States reported serving more children within each age group, and the percentage of 3-year-olds receiving services continued to increase at a faster rate than the

Figure II-2
Preschoolers Receiving Services Under Part B 1992-93 – 1999-2000



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

percentage of 4- and 5-year-olds (see table AA9). Of the total number of preschoolers receiving services in the 1999-2000 school year, 20.7 percent (121,768) were 3 years old, 34.9 percent (205,107) were 4 years old, and 44.4 percent (261,425) were 5 years old. Compared with 1998-99, States served 3.5 percent more 3-year-olds, 2.6 percent more 4-year-olds, and 2.1 percent more 5-year-olds. That States continue each year to serve more 3-year-olds reflects their efforts to identify children with disabilities early and to ease the transition process for eligible children and families who move from Part C to Part B. Figure II-2 shows the number of 3-year-olds, 4-year-olds, and 5-year-olds receiving services under Part B from 1992-93 to 1999-2000.

Overall, States reported that they continued to serve more preschoolers with disabilities under Part B of IDEA in 1999-2000 than in the previous year. Only 12 of the 57 States and Outlying Areas reported a decrease in the number of preschoolers served, and all of those declines were less than 1 percent. The rate of change also increased this year. In 1999-2000, the number of preschoolers served rose 2.5 percent, compared with a 0.6 percent increase between 1997-98 and 1998-99. The

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increase in the number of preschoolers reported as receiving services was particularly notable given the 1.2 percent decrease in the general preschool population during the same period.[1]

Race/Ethnicity of Preschoolers Served Under IDEA

The 1999-2000 school year was the second year that States were required to report data on the race/ethnicity of children receiving special education and related services. This section of the module compares the racial/ethnic distribution of preschoolers in special education to that of the general preschool population. The section also compares 1999-2000 race/ethnicity data with those reported for 1998-99. Comparisons should be interpreted cautiously, however, as 2 years of data are insufficient to reveal trends, and States may be new to data collection procedures for race/ethnicity.

State-reported data for 1999-2000 indicate that 67.3 percent of preschoolers who received services under IDEA were white (non-Hispanic), 15.7 percent were black (non-Hispanic), 13.7 percent were Hispanic, 2.1 percent were Asian/Pacific Islander, and 1.2 percent were American Indian/Alaska Native (see table AA13). U.S. Census Bureau population estimates indicate that 61.8 percent of children ages 3 through 5 were white (non-Hispanic), 13.7 percent were black (non-Hispanic), 19.3 percent were Hispanic, 4.3 percent were Asian/Pacific Islander, and 0.9 percent were American Indian/Alaska Native. Although these percentages are roughly comparable, they do suggest underrepresentation of Hispanic children and overrepresentation of white children in the Part B preschool population. To a lesser extent, black children appeared to be overrepresented, and Asian/Pacific Islander children appeared to be underrepresented. Table II-7 shows the differences between race/ethnicity representation in the Part B and general preschool populations for 1999-2000.

The racial distribution of preschool children served under IDEA was generally comparable between 1998-99 and 1999-2000. There were slight differences in the race/ethnicity categories of white (non-Hispanic) and Hispanic. From 1998-99 to 1999-2000, the proportion of Hispanic preschoolers served grew by 1.7 percent, and the proportion of white preschoolers served declined by 1.6 percent.

The racial distribution of preschoolers served under IDEA varied by State. Four States—Alaska, Arizona, New Mexico, and Oklahoma—reported serving 40 percent

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[1] Population data are based on July 1999 estimates by the U.S. Census Bureau.

Table II-7

Comparison of Race/Ethnicity Representation in the Part B and General Preschool Populations for 1999-2000

	Percentage in Part B Population, Ages 3-5	Percentage in General Population, Ages 3-5	Difference
White	67.3	61.8	+5.5
Black	15.7	13.7	+2.0
Hispanic	13.7	19.3	-5.6
Asian/Pacific Islander	2.1	4.3	-2.2
American Indian/Alaska Native	1.2	0.9	+0.3

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

of the total number of American Indian/Alaska Native preschoolers served in 1999-2000. California and Hawaii served 42 percent of the total number of Asian/Pacific Islander preschoolers, and California and Texas served 47 percent of the total number of Hispanic preschoolers.

Summary

State-reported data for 1999-2000 show a continued increase in the number of preschool children served under Part B of IDEA, although States continue to vary in the percentage of population served. In this second year of race/ethnicity data collection, comparisons of preschoolers receiving services with the racial/ethnic distribution of the general population suggest that white (non-Hispanic) children were served in numbers that exceeded their representation in the general population. To a lesser extent, this was also true for black preschoolers. In contrast, Hispanic children appeared to be underrepresented in the preschool population. Asian/Pacific Islander children also appeared to be slightly underrepresented among preschoolers receiving special education and related services.

Students Ages 6 Through 21 Served Under IDEA

Since the 1975 passage of the Education for All Handicapped Children Act (EHA, P.L. 94-142), the Department of Education has collected data on the number of children served under the law. Early collections of data on the number of children with disabilities served under Part B of IDEA used nine disability categories. Through the subsequent years and multiple reauthorizations of the Act, the disability categories have been expanded to 13 and revised, and new data collections have been required.

In 1997, the law was reauthorized with several major revisions (IDEA Amendments of 1997; P.L. 105-17). One revision was the requirement that data be collected on the number of children served by race/ethnicity. The reauthorization also allowed States the option of reporting children ages 6 through 9 under the developmental delay category.

This module presents changes in the number of students ages 6 through 21 served, the age distribution of students served, disability distribution across age groups, and disability distribution by race/ethnicity.

Changes in Numbers of Students Served

The number of students ages 6 through 21 with disabilities served under Part B of IDEA reached 5,683,707 in 1999-2000, a 2.6 percent increase over the 1998-99 school year. The number of children served has increased steadily since 1990-91, when a total of 4,361,751 students were served. By 1999-2000, the total number of students ages 6 through 21 served had grown by 30.3 percent (see table AA12).[1]

Children served under Part B constituted 8.3 percent of the estimated resident population in 1999-2000 (see table AA8)[2], a similar percentage to that served in 1998-99 (8.8 percent). The number of students ages 6 through 17 with disabilities served comprised 11.4 percent of the estimated student enrollment for that age group (see table AA11), which was also comparable to the previous year (11.2 percent).[3] However, the 30.3 percent growth in the number of children ages 6 through 21 with disabilities served under Part B of IDEA for the past 9 years exceeded the growth rate both in the resident population and in school enrollment for the same age group. The resident population of students ages 6 through 21 grew 12.2 percent between 1990-91 and 1999-2000, from 57,104,549 to 64,096,040. And pre-kindergarten through 12th grade school enrollment increased by 13.7 percent, from 41,737,639 to 47,459,994.

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[1] Data for 1990-91 include children with disabilities served under Chapter 1 of the Elementary and Secondary Education Act (ESEA, SOP). Prior to October 1994, children and youth with disabilities were served under IDEA, Part B, and Chapter 1 of ESEA. Beginning in 1994-95, services to children and youth with disabilities were provided only through Parts B and C of IDEA.

[2] Resident population data from the Population Estimate Program, Population Division, are July 1999 estimates from the U.S. Census Bureau and are included in the U.S. Department of Education, Office of Special Education Programs Data Analysis System (DANS). Population data for Puerto Rico and the Outlying Areas are projections from the Bureau of Census, International Programs Center.

Students Served by Disability Category

States and Outlying Areas report data on students served in 13 disability categories: specific learning disabilities, speech or language impairments, mental retardation, emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, other health impairments, visual impairments, autism, deaf-blindness, traumatic brain injury, and developmental delay. Developmental delay, the most recently added disability category, is applicable only to children ages 3 through 9, and its use for students ages 6 through 9 is optional for States and local educational agencies (LEAs). In 1999-2000, 22 States used the developmental delay category for children ages 6 through 9.

The relative distribution of students with disabilities across the 13 disability categories did not change significantly from 1998-99 to 1999-2000. Specific learning disabilities continued to be the most prevalent disability, representing half of the students with disabilities served under IDEA (2,871,966, or 50.5 percent). Speech or language impairments (1,089,964, or 19.2 percent), mental retardation (614,433, or 10.8 percent), and emotional disturbance (470,111, or 8.3 percent) were the next most used disability categories. Almost 9 out of 10 students ages 6 through 21 served under IDEA were classified under one of these four disability categories (see table AA2).

Among low-incidence disabilities,[4] the developmental delay category showed the largest increase over last year: 62.1 percent. The increase, from 11,907 students in 1998-99 to 19,304 in 1999-2000, may in part be a reflection of the newness of the category. In addition, Minnesota, Nebraska, New Hampshire, and the District of Columbia used the developmental delay category for the first time in 1999-2000. The

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[3] Percentage of children served is based on enrollment counts from NCES. These counts include individuals with and without disabilities, in pre-kindergarten through grade 12.

[4] Low-incidence disabilities are defined as those that occur in fewer than 100,000 persons.

Table II-8
Changes in Number of Students Ages 6 Through 21 Served Under IDEA by Disability Category, 1990-1991 and 1999-2000

	1990-91	1999-2000	Difference	Change (%)
Specific Learning Disabilities	2,144,017	2,871,966	727,949	34.0
Speech or Language Impairments	987,778	1,089,964	102,186	10.3
Mental Retardation	551,457	614,433	62,976	11.4
Emotional Disturbance	390,764	470,111	79,347	20.3
Multiple Disabilities	97,629	112,993	15,364	15.7
Hearing Impairments	59,211	71,671	12,460	21.0
Orthopedic Impairments	49,340	71,422	22,082	44.8
Other Health Impairments	56,349	254,110	197,761	351.0
Visual Impairments	23,682	26,590	2,908	12.3
Autism	.	65,424	.	a/
Deaf-Blindness	1,524	1,845	321	21.1
Traumatic Brain Injury	.	13,874	.	a/
Developmental Delay	.	19,304	.	b/
All Disabilities	4,361,751	5,683,707	1,321,956	30.3

a/ Reporting on autism and traumatic brain injury was first required in 1992-93.

b/ Optional reporting on developmental delay for students ages 3 through 7 was first allowed in the 1997-98 school year.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

next largest increase among low-incidence disabilities was in the autism category. The number of students reported under this category rose 21.0 percent, from 54,062 in 1998-99 to 65,424 in 1999-2000. There was a 14.5 percent increase in the number of students reported in the deaf-blindness category, from 1,612 to 1,845, and a 6.9 percent increase in the traumatic brain injury (TBI) category. The number of students with TBI rose to 13,874 in 1999-2000, up from 12,976 in the previous year.

Table II-8 shows the percentage change of students served by disability category between 1990-91 and 1999-2000 (see table AA12). The most noticeable growth took place in the other health impairments category, which showed a 351.0 percent increase during this period. Beginning in 1992, the number of children reported under this category rose at a significantly greater rate than that of children served under other categories. This may be due in part to a 1991 memorandum from the Office of Special Education and Rehabilitative Services (OSERS), which clarified that students with attention deficit disorder (ADD) or attention deficit-hyperactivity disorder (ADHD) are eligible for services under the other health impairments category when the disorder is a chronic or acute health problem that results in limited alertness that in turn adversely affects educational performance (U.S. Department of Education, 1999). Twelve States reported to OSEP that their reported increases in services to students with other health impairments were due to increases in the identification and inclusion of students with ADD/ADHD.

From 1990-91 through 1999-2000, growth in the number of students reported with specific learning disabilities, orthopedic impairments, and other health impairments exceeded the growth rate for all disabilities among students ages 6 through 21 served under Part B of IDEA.

Age-Group Distribution

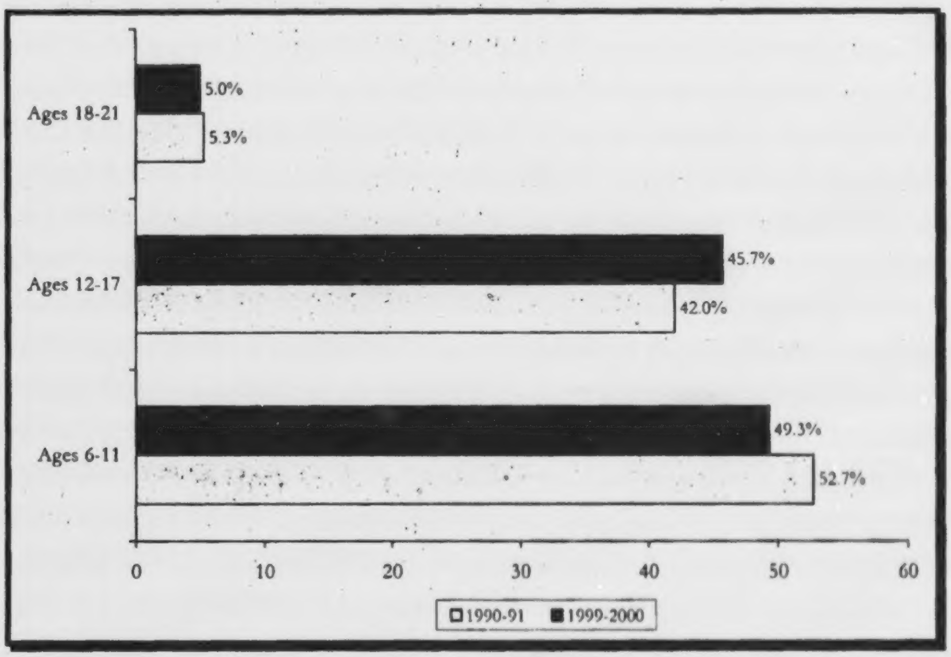
Table AA12 shows the number of students served since 1990-91 by three age groups: 6 through 11, 12 through 17, and 18 through 21. The data show that, for the past 9 years, the number of students ages 6 through 11 with disabilities grew by 21.9 percent, or 502,907 students; the number of students ages 12 through 17 with disabilities increased by 41.8 percent, or 765,266; and the number of students ages 18 through 21 with disabilities increased by 23.3 percent, or 53,783.

Figure II-3 compares the age group composition of students with disabilities served in 1990-91 and 1999-2000 (see table AA12). The relative composition of each age group compared with the total number of 6- through 21-year-old students served under Part B has remained relatively steady from 1990-91 through 1999-2000.

Specific learning disabilities, speech or language impairments, mental retardation, and emotional disturbance have consistently been the most prevalent disabilities. However, their percentage distributions within each age group diverge from that of the entire population of students with disabilities ages 6 through 21, as illustrated in table II-9.

For the 6- through 11-year-old age group, specific learning disabilities (39.9 percent) and speech or language impairments (34.2 percent) were the most prevalent disabilities, comprising more than 70 percent of the students served in this age group. However, only 4.9 percent of students ages 12 through 17 were reported in the speech or language impairments category, whereas the percentage of 12- through 17-year-old students with mental retardation and emotional disturbance increased to

Figure II-3
Percentage of Students with Disabilities Served Under Part B of IDEA by Age Group, 1990-91 and 1999-2000



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

11.9 percent and 10.9 percent, respectively. The largest percentage of students in this age group—61.9 percent—was reported under the specific learning disabilities category.

Among students ages 18 through 21, specific learning disabilities accounted for 51.1 percent of the students receiving services in 1999-2000. Mental retardation was the second most prevalent disability, comprising 23.5 percent of the students in this age group. Speech or language impairments comprised only 1.8 percent of this population, and emotional disturbance accounted for 9.3 percent of the students reported.

The distribution of low-incidence disabilities appeared to be relatively stable across the three age groups. This balance of disability distribution within each age group has remained consistent over the past 9 years (see table AA12).

Table II-9

Percentage and Number of Children Served Under IDEA by Disability and Age Group During the 1999-2000 School Year: High-Incidence Disabilities

	Ages 6-11		Ages 12-17		Ages 18-21	
	Number	Percentage	Number	Percentage	Number	Percentage
Specific Learning Disabilities	1,118,152	39.9	1,608,645	61.9	145,169	51.1
Speech or Language Impairments	958,182	34.2	126,724	4.9	5,058	1.8
Mental Retardation	238,714	8.5	308,802	11.9	66,917	23.5
Emotional Disturbance	159,879	5.7	283,934	10.9	26,298	9.3
Multiple Disabilities	51,312	1.8	47,010	1.8	14,671	5.2
All Disabilities	2,802,385	100.0	2,597,134	100.0	284,188	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Race/Ethnicity of Students with Disabilities

This section of the module examines the racial/ethnic distribution of students with disabilities in 1999-2000 and compares those data with the 1998-99 data.

The 1999-2000 racial/ethnic distributions for each disability category presented in table II-10 were very similar to the 1998-99 distributions. The racial/ethnic distribution of students served under IDEA appears to differ from that of the resident population of 6- through 21-year-olds.

Although Asian/Pacific Islander students constituted only 1.8 percent of the students served under IDEA in 1999-2000, they made up 3.8 percent of the resident population of children ages 6 through 21. However, these students' representation in three disability categories, hearing impairments (4.6 percent), autism (4.8 percent), and deaf-blindness (7.5 percent), exceeded their representation in the estimated resident population. Not surprisingly, California and Hawaii accounted for large percentages of Asian children with disabilities: 30.0 percent and 15.9 percent, respectively (see table AA14).

American Indian/Alaska Native students with disabilities comprised 1.3 percent of the students served under IDEA in 1999-2000 and 1.0 percent of the resident population. In all disability categories, with the exceptions of orthopedic

Table II-10
Percentage of Students Ages 6 Through 21 Served by Disability and Race/Ethnicity, 1999-2000 School Year[a/][b/][c/]

Disability	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (non-Hispanic)	Hispanic	White (non-Hispanic)
Specific Learning Disabilities	1.4	1.6	18.4	16.6	62.1
Speech or Language Impairments	1.2	2.4	16.1	12.7	67.6
Mental Retardation	1.1	1.8	34.2	9.1	53.8
Emotional Disturbance	1.1	1.2	27.3	8.9	61.5
Multiple Disabilities	1.5	2.3	20.0	11.5	64.8
Hearing Impairments	1.3	4.6	16.4	17.9	59.8
Orthopedic Impairments	0.8	3.0	14.7	14.8	66.8
Other Health Impairments	1.1	1.4	14.9	8.0	74.7
Visual Impairments	1.1	3.5	18.6	14.0	62.9
Autism	0.7	4.8	20.5	9.2	64.9
Deaf-Blindness	2.0	7.5	24.7	11.2	54.6
Traumatic Brain Injury	1.6	2.4	16.9	10.5	68.5
Developmental Delay	0.9	0.8	30.5	4.1	63.7
All Disabilities	1.3	1.8	20.3	13.7	62.9
Resident Population	1.0	3.8	14.5	16.2	64.5

a/ Due to rounding, rows may not sum to 100 percent.

b/ Race/ethnicity distributions exclude Outlying Areas because current population estimates by race/ethnicity were not available for those areas.

c/ Population counts are July 1999 estimates from the U.S. Census Bureau.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

impairments (0.8 percent), autism (0.7 percent), and developmental delay (0.9 percent), the proportion of American Indian/Alaska Native students exceeded their representation among the resident population. Deaf-blindness showed the highest percentage of American Indian/Alaska Native students (2.0 percent), followed by traumatic brain injury (1.6 percent).

All black (non-Hispanic) students with disabilities (20.3 percent) exceeded their representation among the resident population (14.5 percent). While their representation in all 13 disability categories exceeded their national resident population estimates, the most striking disparities were in the mental retardation (34.2 percent) and developmental delay (30.5 percent) categories. Hispanic students were underrepresented among students served under IDEA: 16.2 percent of the resident student population was Hispanic, versus 13.7 percent of the Part B population.

White (non-Hispanic) students were slightly underrepresented among students with disabilities versus the resident population (62.9 percent versus 64.5 percent). However, in eight disability categories, white (non-Hispanic) students with disabilities exceeded their representation in the resident population. Most notable was the finding that white students constituted 74.7 percent of students classified as having other health impairments.

Summary

In 1999-2000, the number of students ages 6 through 21 served under Part B of IDEA continued to grow at a rate more than twice that of both the resident population and school enrollment estimates. Specific learning disabilities continued to be the largest disability category, accounting for half of all students with disabilities. Other health impairments, with a 350.1 percent increase, demonstrated the greatest growth over the past 9 years. In general, however, low-incidence disabilities showed more rapid growth than did high-incidence disabilities.

Among the three age groups, the largest increase for the past 9 years was seen for 12- through 17-year-olds. The disability distribution within each age varied from that of the entire population of students ages 6 through 21 with disabilities. Among 18- through 21-year-olds, fewer students were served under the speech or language impairments category, while the prevalence of mental retardation was higher than for the younger age groups. Low-incidence disabilities appeared to be relatively stable across the three age groups.

Data suggest that the racial/ethnic distribution of students in special education essentially remained unchanged from the 1998-99 school year. Asian/Pacific Islander students were again underrepresented among the students served under IDEA. Hispanic students and, to a lesser extent, white (non-Hispanic) students overall were also underrepresented compared to their relative representation in the estimated resident population. Black students, however, continued to be overrepresented in special education across all disability categories. In addition, the representation of American Indian/Alaska Native students with disabilities slightly exceeded their representation in the resident population in most disability categories.

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Limited English Proficient Students with Disabilities

Although estimates of the total school-aged limited English proficient (LEP) population vary widely, it is clear that the number of LEP students in the United States continues to grow. In the 1990 Census, foreign-born residents accounted for approximately 7.9 percent of the total U.S. population of 249 million (Rumbaut, 1996). By 1997, that figure had risen to 9.7 percent of the population (Schmidley & Gibson, 1999).

This module presents descriptive information about the school-aged LEP population in the United States, with a particular emphasis on LEP students with disabilities. The first section discusses the number of LEP students and the subset of LEP students who have a disability. The second describes characteristics that may be shared by many LEP students, and the final section addresses issues related to the identification and assessment of LEP students with disabilities.

The School-Aged LEP Population

As defined in *Title VII of the Improving America's Schools Act of 1994* (IASA; P.L. 103-382), a student is limited English proficient if he/she "has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society due to one or more of the following reasons:

- was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant;
- is a Native American or Alaska Native or who is a native resident of the Outlying Areas and comes from an environment where a language other than English has had significant impact on such individual's level of English language proficiency; or
- is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant" (§7501).

Differing approaches (e.g., school-based reports vs. Census counts) and State and local differences in the definition of "limited English proficient" have contributed to considerable variation in estimates of the school-aged LEP population (Anstrom, 1996).

For example, one study put the total number of LEP students at 2,430,712 in 1992. This estimate was based on an Office of Bilingual Education and Minority Languages Affairs (OBEMLA) survey of State educational agencies (SEAs) funded under Title VII of IASA. The study did not include Arkansas, Pennsylvania, Virginia, and West Virginia, as those States were not Title VII grantees (Henderson, Abbot, & Strang, 1993). A more recent study of Title VII grantees estimated the total number of LEP students at 3,452,073 in 1996-97. The latter figure represented 7.4 percent of the total U.S. student population in 1996-97 (Macías, 1998).

The Department of Education's Office for Civil Rights (OCR) develops estimates of the school-aged LEP population through compilation of the data contained in Elementary and Secondary School Compliance Reports. OCR estimated that 2,936,554 students were in need of LEP services in 1997. A slightly smaller number of students, 2,637,883, was reported as enrolled in LEP services in 1997 (U.S. Department of Education, 1999).

The differences in estimates notwithstanding, there appears to be consensus that the LEP student population has continued to grow. The number of students with disabilities, as reported by the U.S. Department of Education (2000), has also continued to increase. It is reasonable, then, to assume that the future will show proportionate growth in the number of LEP students with disabilities.

Estimates of the Number of LEP Students with Disabilities

OCR estimated that in 1997, 174,530 students with disabilities needed services for limited English proficiency. This figure accounted for 5.9 percent of all students in need of LEP services. In addition, OCR reported that 5.5 percent (n = 145,604) of all students enrolled in LEP services also had a disability (U.S. Department of Education, 1999).

In addition to the number of students with disabilities in need of or enrolled in LEP services, the OCR report included estimates of the number of LEP students in three disability categories: mental retardation (MR), emotional disturbance, and specific learning disabilities (SLD). While LEP students represented 5.5 percent of the students identified as having SLD, they represented just 3.7 percent of students identified with MR and 1.9 percent of students identified as having emotional disturbance (U.S. Department of Education, 1999).

Characteristics of the LEP Student Population

Native Language

Although LEP students in the United States come from a variety of national, cultural, and linguistic backgrounds, the majority are from Spanish-speaking homes. One study found that Spanish was the first language of almost 73 percent of LEP students; the other languages reported most frequently were Vietnamese (3.9 percent), Hmong (1.8 percent), Cantonese (1.7 percent), Cambodian (1.6 percent), and Korean (1.6 percent). Students speaking one of 29 different Native American languages comprised another 2.5 percent of the sample (Fleischman & Hopstock, 1993). This diversity in the language backgrounds of LEP students has major implications for the provision of special language services.

Race/Ethnicity

Perhaps the best estimates of the race and ethnicity of LEP students are provided by OCR's 1997 Elementary and Secondary School Civil Rights Compliance Report, which contains national projections of the number of students in need of and enrolled in LEP services during 1997 (see table II-11). Among students identified as being in need of LEP services, 77.3 percent were Hispanic, 13.1 percent were Asian/Pacific Islander, 5.5 percent were white, 2.2 percent were black, and 1.9 percent were American Indian/Alaska Native. Of those students reported to be enrolled in LEP programs, 77 percent were Hispanic. Asian/Pacific Islander students accounted for 13.2 percent of LEP enrollment, white students for 5.6 percent, black students for 2.4 percent, and American Indian/Alaska Native students for 1.8 percent (U.S. Department of Education, 1999).

Socioeconomic Status

Socioeconomic status has frequently been demonstrated to have a relationship to parent and student participation in school and to overall educational attainment. Fleischman and Hopstock (1993) found that the socioeconomic status of LEP students was lower than that of the general school population, as measured by their eligibility for free or reduced-price school lunches. Overall, 77 percent of LEP students were eligible for free or reduced-price lunches vs. 38 percent of all students.

Table II-11
Students in Need of and Enrolled in LEP Services by Race/Ethnicity 1997

Race/Ethnicity	In Need of LEP Services	Enrolled in LEP Services
American Indian		
Number	54,718	47,764
Percent	1.9	1.8
Asian/Pacific Islander		
Number	385,714	349,163
Percent	13.1	13.2
Hispanic		
Number	2,270,130	2,030,913
Percent	77.3	77.0
Black		
Number	65,829	62,175
Percent	2.2	2.4
White		
Number	160,163	147,868
Percent	5.5	5.6
Total	2,936,554	2,637,883

Source: OCR Elementary and Secondary School Civil Rights Compliance Report, 1997.

Student Achievement

The information available regarding the achievement of LEP students on large-scale assessments suggests that LEP students do not achieve on the same level as their English-proficient peers. For example, a 1998 report published by the Texas Education Agency compared the academic performance of LEP and non-LEP students who entered the first grade in Texas public schools during the 1992-93 school year. LEP students did not perform as well as their non-LEP peers on the Texas Assessment of Academic Skills (TAAS). LEP students were also found to experience a relatively higher incidence of poverty, of attending schools with higher concentrations of economically disadvantaged students, and of attending schools that performed more poorly on the TAAS (Texas Education Agency, 1998).

Historically, LEP students have dropped out of school at higher rates than their English-proficient peers. This has been particularly true for Hispanic students (e.g., see Lockwood, 1996). Higher dropout rates among Hispanic students have been associated with a number of factors in addition to limited English proficiency, including recent arrival in the United States, family poverty, low academic achievement, and being retained in grade (Lockwood, 1996).

Geographic Distribution

Two research studies (Fleischman & Hopstock, 1993; Hopstock & Bucaro, 1993) identified major sources of information about the geographic distribution of LEP students: the 1990 Census and Title VII SEA survey responses on the number of LEP students in their States.

Although the number of LEP students reported in these two data sources varied, both sources found that California had the largest LEP student population, followed by Texas, New York, Florida, and Illinois (Hopstock & Bucaro, 1993). The data further suggested that although LEP students were spread across the country, they were concentrated in a relatively limited number of school districts. Approximately 6,400 of the 15,000 local educational agencies (LEAs) reported serving LEP students. Almost half of the districts with LEP students served populations in which fewer than 2 percent of the students were limited English proficient. In contrast, 6 percent of districts served a student population that was composed of at least 40 percent LEP students (Fleischman & Hopstock, 1993).

These descriptive findings provide some information about the general population of LEP students and provide a backdrop against which the smaller subset of LEP students with disabilities may be viewed. The remaining sections of this module will focus on LEP students with disabilities, beginning with a discussion of identification and assessment among this population. The module will also examine the influences of language, culture, socioeconomic status, parent involvement, and other factors on the assessment process and on the provision of special education services.

Identification and Assessment of LEP Students with Disabilities

Assessment is particularly important for LEP students, since research suggests that it is extremely difficult to distinguish between a genuine disability and a student's lack of understanding of the majority culture and language (U.S. Department of Education, 1993). LEP students differ from native English speakers not only in terms of language but culturally and socially as well. Assessment is a subjective process that is highly influenced by the sociopolitical, cultural, and linguistic context within which it takes place; therefore, practitioners must realize that cultural background will affect every aspect of the assessment process (Collier & Hoover, 1987). This section of the module discusses the influences of language and of culture on the assessment and identification process.

The Influence of Language on Assessment

To limit assessment bias due to cultural and linguistic variables, IDEA stipulates that testing and evaluation procedures should be nondiscriminatory and requires that children be fairly assessed in their native language (§612(a)(6)(B)). Meeting this Federal mandate may be a challenge, however, particularly in regard to students whose first language is neither English nor Spanish.

For LEP students, assessment begins with language. The first step in the process is identification as having limited English proficiency and thus being eligible for special language-related services. Although Title VII of IASA includes a Federal definition of limited English proficiency, the definition is considered ambiguous (Anstrom, 1996). In some States, therefore, State law mandates a particular definition of LEP status. In others, the SEA establishes a policy describing the linguistic characteristics of LEP students. Some States permit the LEA to determine this definition. Although limited English proficiency alone is not sufficient reason for referring a student for special education assessment, research has shown that LEP students are often assessed and inappropriately placed within special education, where they are more likely to receive low-level instruction and less challenging content (Zehler, Hopstock, Fleischman, & Greniuk, 1994). Cummins (1984) noted that one of the most serious problems with the assessment of LEP students who are referred for special education testing is that they frequently are not identified as limited English proficient prior to the assessment.

In spite of research that shows that LEP students are often assessed and inappropriately placed within special education, information provided on the OCR 1997 Elementary and Secondary School Civil Rights Compliance Report indicates that disproportionately fewer LEP children receive special education compared to their enrollment in schools. This may suggest that many LEP children who are in need of special education services are not being assessed and appropriately provided special education.

The Influence of Culture on Assessment

The cultural context of the interactions that comprise assessment is also an important aspect of the assessment process. By definition, culturally or linguistically diverse students "belong to a recognized ethnic group . . . whose values, customs, patterns of thought, and/or language are significantly different from those of the majority of the society in which they live" (Sattler, 1990, p. 565). Chamberlain and Madeiros-Landurand (1991) identified a number of difficulties that may occur between members of different cultural groups.

First, there may be misperceptions between the student and the teacher or evaluator. This may result in the two parties having different understandings regarding their roles and expectations in a specific situation, which in turn may lead to actual poorer performance or the perception of poorer performance in the testing situation or classroom (Chamberlain & Madeiros-Landurand, 1991).

A second problem that may occur is cross-cultural stereotyping. This difficulty develops when, due to a lack of awareness of intra-group cultural differences, certain groups are stereotyped as possessing particular intrinsic traits when they merely exhibit behavioral differences (Ishii-Jordan, 1997; Poon-McBrayer & Garcia, 2000). Assessment bias may also result from not taking potential cultural differences into account when assessing culturally diverse students. Tests used in the American public schools are generally written by middle-class individuals and reflect mainstream cultural experiences (Chamberlain & Madeiros-Landurand, 1991; Ishii-Jordan, 1997). Students who have not had those cultural experiences are at a serious disadvantage in taking standardized tests. Therefore, appropriate interpretation of test performance is particularly critical for culturally or linguistically different students. The assessor must examine possible reasons for the student's low score to determine whether the student was unfamiliar with the testing context, lacked the skills needed to take the test, or had values that conflicted with those implied in the test items (Chamberlain & Madeiros-Landurand, 1991).

In addition to item bias, most tests used in the United States are normed on the mainstream population. Even when test developers claim to have included culturally and ethnically diverse populations in their standardization procedures, those populations are included in such small ratios that the results are insignificant. Assessors need to be aware of this problem when interpreting a student's performance in the context of norms (Chamberlain & Madeiros-Landurand, 1991).

Differentiating Between Disabilities and Limited English Proficiency

The critical question regarding the referral of LEP students for special education assessment is whether their current academic and/or emotional difficulties are a function of some type of genuine disability or are due to inadequately developed English language skills or to cultural differences. LEP students may be inappropriately referred to special education by caring teachers who are not equipped to provide effective and appropriate language enrichment and content instruction to meet their needs. For these teachers, special education may be seen as a program that will provide second-language students the academic foundations necessary for future scholastic success (Colorado Department of Education (CDE), 1999). The converse of this situation is the possibility that some students who are genuinely in need of specialized services may not be referred to special education due to a fear of misidentifying their educational needs. School staff may also be hesitant to provide duplicative services to students with multiple needs because they question whether these services support or supplant the student's primary educational program (CDE, 1999).

To determine whether a LEP student qualifies for special education, it is necessary to gather information about how the student functions in the areas of cognition, communication, social-emotional status, physical status, academic performance, and transition/life skills/adaptive behavior. To gather this information, educators typically use standardized assessment instruments. However, as discussed above, standardized assessments often prove to be invalid predictors of a LEP student's true functioning levels. Thus, the tests may become a measure of the student's English language proficiency and knowledge of mainstream culture rather than a measure of academic potential (CDE, 1999).

Accurate descriptions of a student's communicative competence in both languages are essential to determine if a perceived problem or difficulty in English is a true language disability. Students who are able to engage in oral and written communication in their primary language do not have a language disability. Evidence of language difficulties only in the student's second language is an indication of a language difference, not a disability. Therefore, assessment processes in the speech/language area must be designed to provide detailed descriptions of the student's ability to use his or her primary language in addition to English. Only after documenting problematic behaviors in the primary language and in English, and eliminating extrinsic variables as the cause of these problems, should the possibility of the presence of a language/learning disability be considered (Rice & Ortiz, as cited in CDE, 1999).

Summary

Over the past three decades, rapid growth in the number of persons immigrating to the United States and changes in immigration patterns have substantially altered the demographic characteristics of the U.S. population. By extension, the number of LEP students in American schools has increased, creating a significant challenge for educators. Research suggests that in the absence of appropriate supports, LEP students are at risk of experiencing serious educational difficulties. A significant number of LEP students also have a concomitant disability; those students are at even greater risk for negative educational outcomes.

Differences in learning, behavior, culture, and language, either separately or in combination, may exacerbate educational problems caused by disabilities. In addition, some researchers believe that culturally and linguistically diverse students may be disadvantaged in the assessment and evaluation process. These researchers have called for further efforts to incorporate cultural and linguistic sensitivity into the assessment and identification process.

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III. PROGRAMS AND SERVICES

Educational Environments for Students with Disabilities

Family Involvement in the Education of Elementary and Middle School Students Receiving Special Education

Special Education Teacher Recruitment and Hiring

Services Received by Children and Families Entering Early Intervention

Using Implementation Data To Study State, District, and School Impacts

Educational Environments for Students with Disabilities

Each year, the Office of Special Education Programs (OSEP) collects data from States on the number of students with disabilities served in different educational environments. These data help OSEP monitor compliance with the least restrictive environment (LRE) clause of the Individuals with Disabilities Education Act (IDEA) and inform advocates, parents, and researchers of the extent to which students with disabilities are educated with their nondisabled peers. In 1998-99, OSEP began collecting placement data by race/ethnicity. The disproportionate placement of racial and ethnic minorities in more restrictive environments has been documented in the special education literature for over 10 years (Valdes, Williamson, & Wagner, 1990). More recently, research has confirmed that minority special education students are more likely to be educated in restrictive environments (Parrish as cited in "Tracking Urged to Stem," 2001). This module presents further evidence of differences in educational environments between racial and ethnic groups.

In 1998-99, States began using new categories to collect data on the environments in which children ages 3 through 5 with disabilities received services. Concerns were raised over the applicability of the old categories to a younger population. After an analysis of State reporting practices and definitions, eight new preschool environment categories were established: early childhood setting, early childhood special education setting, home, part-time early childhood/part-time early childhood special education setting, residential facility, separate school, itinerant services outside the home (optional), and reverse mainstream setting (optional). In addition, States were required to report the location where children receive special education services, not educational services in general. For example, a child who spent 5 days a week in a regular education kindergarten and received 1 hour of special education per week in a separate school would previously have been reported as served outsdie the regular class for less than 21 percent of the school day. Under the new reporting categories, that child would be reported only as served in a separate school. Data on the number and percentage of children ages 3 through 5 with disabilities served in these environments are presented in tables AB1 and AB9.

This module summarizes the educational environment data submitted by the States for 1998-99. It describes the educational environments in which students with disabilities were served and changes over time in the percentage of students served in various environments. It also explores factors such as age, race, and disability category that are related to the educational environments in which students receive services.

Table III-1
Percentage of Students Ages 6 Through 21 with Disabilities Educated Outside the Regular Class Less than 21 Percent of the School Day and the Percentage Served in Regular School Buildings: 1984 to 1998

School Year	Outside the Regular Class <21% of the Day	Regular School Buildings
1984-85	24.6	93.0
1985-86	25.5	93.1
1986-87	26.4	93.9
1987-88	28.9	93.6
1988-89	30.5	93.8
1989-90	31.5	93.9
1990-91	32.8	94.4
1991-92	34.9	94.7
1992-93	39.8	94.9
1993-94	43.4	95.6
1994-95	44.5	95.7
1995-96	45.3	95.6
1996-97	45.8	95.7
1997-98	46.4	95.9
1998-99	47.4	95.9

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Trends in the Data

The percentage of students ages 6 through 21 with disabilities served in both regular schools and in regular education classes within those schools has continually increased. During the 1984-85 school year, only one-quarter of students with disabilities were served outside the regular class less than 21 percent of the school day. By 1998-99, that percentage had increased to almost half (47.4 percent) (see table III-1 and table AB2). Virtually all students (96 percent) are now served in regular school buildings. During the 1998-99 school year, 2.9 percent of students with disabilities were educated in public and private separate day schools; 0.7 percent were educated in public and private residential facilities; and 0.5 percent were educated in home/hospital environments (see table AB2).

Factors Associated with Educational Environments

Educational environments for students with disabilities vary by age, race, and disability category. This section summarizes data on educational environments taking into account these various factors.

Age

During the 1998-99 school year, 80.8 percent of students ages 6 through 11, 72.3 percent of students ages 12 through 17, and 58.8 percent of students ages 18 through 21 were served outside the regular classroom for 60 percent or less of the school day (see tables AB3, AB4, and AB5). Over the past 8 years, progress in serving students in less restrictive settings has continued across all age groups. From 1989-90 to 1998-99, the percentage of students who received special education and related services outside the regular class for less than 21 percent of the school day rose 15.2 percent for students ages 6 through 11 (from 42.0 percent to 57.2 percent), 18.1 percent for students ages 12 through 17 (from 20.3 percent to 38.4 percent), and 14.9 percent for students ages 18 through 21 (from 16.2 percent to 31.1 percent) (see table AB7).

Race/Ethnicity

During the 1998-99 school year, States reported data on educational environments by race/ethnicity for the first time. Table AB10 presents the numbers and percentages for each environment by race/ethnicity. Of the students ages 6 through 21 served outside the regular classroom for less than 21 percent of the school day, 70.1 percent were white; 14.3 percent were black; 12.4 percent were Hispanic; 1.8 percent were Asian or Pacific Islander; and 1.3 percent were American Indian or Alaska Native. These percentages differ somewhat from the racial/ethnic breakdown for the total population of students with disabilities. Sixty-three percent of the total number of students served during the 1998-99 school year were white; 19.5 percent were black; 14.3 percent were Hispanic; 1.8 percent were Asian or Pacific Islander; and 1.3 percent were American Indian or Alaska Native.

The racial/ethnic distribution of students served in correctional facilities represents an even further departure from the total population percentages. Of the students served in correctional facilities, 38.9 percent were white, 40.6 percent were black, 17.1 percent were Hispanic, 1.6 percent were Asian or Pacific Islander, and 1.7 percent were American Indian or Alaska Native (see table AB10).[1]

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[1] The percentages included in table AB10 are based on the total number of students within the placement.

Table III-2
Percentage of Students Ages 6 Through 21 with Disabilities Served in Different Educational Environments: 1998-99

	American Indian/ Alaska Native	Asian/ Pacific Islander	Black	Hispanic	White
Served Outside the Regular Class					
< 21% of the day	48.2	47.0	34.8	41.2	52.5
21 to 60% of the day	34.4	26.6	28.2	29.1	28.4
>60% of the day	14.6	22.2	31.5	26.1	15.3
Separate School	1.5	3.1	4.2	2.6	2.7
Residential Facility	0.9	0.6	0.9	0.5	0.6
Home/Hospital	0.4	0.5	0.5	0.6	0.5

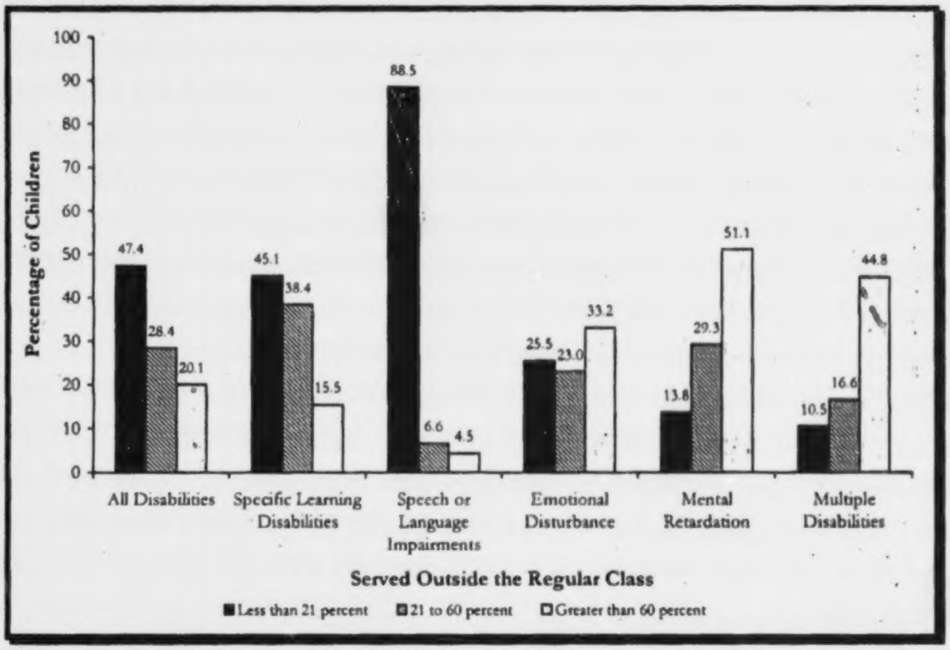
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

The data on educational environments by race/ethnicity can also be examined by looking at the total number of students in each racial/ethnic group served in a given environment (see table III-2). Approximately 80.9 percent of white students, 70.3 percent of Hispanic students, 63.0 percent of black students, 73.6 percent of Asian or Pacific Islander students, and 82.6 percent of American Indian or Alaska Native students were served outside the regular class for 60 percent or less of the school day.

Disability

Settings continued to vary across disability categories during the 1998-99 school year. Figure III-1 shows the percentage of students with high-incidence disabilities (those with a child count over 100,000) served in various settings within regular schools. Students with speech or language impairments and specific learning disabilities continued to be predominantly served in the regular classroom for most of the school day. Students with emotional disturbance, mental retardation, and multiple disabilities were more likely to receive services outside the regular classroom for more than 60 percent of the school day.

Figure III-1
Percentage of Children Ages 6 Through 21 with High-Incidence Disabilities Served in Regular School Buildings During the 1998-99 School Year



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Summary

Overall, progress continues to be made in educating students with disabilities in less restrictive environments. However, differences in placement between racial and ethnic groups may need further examination to identify potential explanations for variations in placements.

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Family Involvement in the Education of Elementary and Middle School Students Receiving Special Education

In the mid-1990s, a summary of the results of research on family involvement in children's education concluded:

> "The evidence is now beyond dispute. When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to: create a home environment that encourages learning, express high (but not unrealistic) expectations for their children's achievement and future careers, . . . [and] become involved in their children's education at school and in the community" (Henderson & Berla, 1994, p. 1).

Family involvement in education can create a powerful, shared commitment to learning among students, parents, and educators. Family involvement fosters this commitment by encouraging mutual support between families and teachers, strengthening links between school and home, and creating a shared value regarding the importance of education. Recognizing the importance of family-school partnerships, recent education reform efforts have sought to tap the contributions of families as part of their strategy to improve results. In fact, a large majority of public elementary schools sponsor a variety of activities to encourage parent involvement, and more than 90 percent give parents opportunities to volunteer inside and outside the classroom, to assist in fundraising, and to participate in a parent-teacher organization (Carey, Lewis, Farris, & Burns, 1998).

The principle of family involvement in education has been an important part of the philosophy and practice of the special education field since the 1970s. Indeed, parent advocacy has played an important role in shaping the evolution of the Individuals with Disabilities Education Act (IDEA). The IDEA Amendments of 1997 reiterate the emphasis on parent involvement through provisions related to participation in eligibility determination, individualized education program (IEP) development, and transition planning; parent consent to periodic reevaluations of students; protections of due process rights; and strengthening family-school connections by ensuring regular reporting to parents of students' school performance. Still, family involvement is not easy to achieve or sustain. Indeed, the Office of Special Education Programs (OSEP) has long invested in parent information activities, including parent training and information centers, to help parents understand their rights under IDEA and how to advocate for their children.

Given the long-standing and deeply held commitment to family involvement in the special education community, it is surprising that so little is known about the involvement of families of students with disabilities. Until now, no national data have described the extent to which families of elementary and middle-school students receiving special education participate in activities at their children's schools or create home environments that promote student learning. In addition, differences in family involvement have been observed in the general population for families with children of different ages and those with different racial/ethnic backgrounds and household incomes, but it is unclear whether those differences are also seen among families of students with disabilities.

The Special Education Elementary Longitudinal Study (SEELS), part of OSEP's national assessment of IDEA, fills several gaps in the knowledge base by collecting information for a national sample of elementary and middle-school students receiving special education.[1] Information from the first SEELS family interview[2] portrays several dimensions of family involvement for students with disabilities and their variation for students with different disabilities, ages, racial/ethnic backgrounds, and household incomes. SEELS data on family involvement in general school activities; the IEP process; and parent information, support, and training activities are presented below. Also described are at-home education support activities and resources and discussion of how these several aspects of family involvement differ for families with different characteristics. It must be noted that parent reports of their involvement in their children's education are by definition subject to response bias (Baker & Soden, 1998), and the data reported here should be considered in that light.

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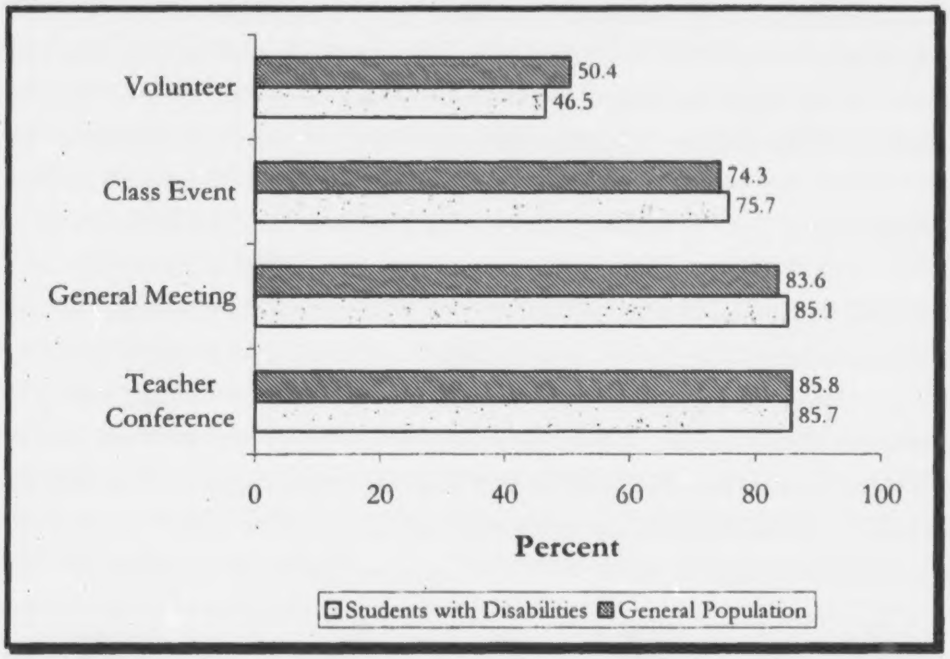
[1] SEELS (www.seels.net) is a 6-year longitudinal study of approximately 13,500 students who received special education services and were ages 6 through 12 in the 1999-2000 school year. SEELS findings generalize to the national population of students with disabilities in this age group, as well as to each disability category individually. SEELS data collection activities include family telephone interviews and mail surveys, school staff surveys, and direct student assessments. The data presented here are from the first SEELS family telephone interviews conducted in the summer and fall of 2000. A survey of families who were not reached by telephone was conducted in winter 2000 and will add to this database. Therefore, some changes may occur in the estimates presented here when the complete database is compiled.

[2] Although we refer to the respondents to the telephone interview as "parents," interviews were conducted with the adult member of the household who was best able to respond to questions about the student's school experiences; the vast majority were mothers.

Figure III-2
Family Involvement in School Activities



Sources: Special Education Elementary Longitudinal Study, 2001.

Family Involvement in School Activities

An important dimension of family involvement is participation in meetings with staff, such as parent-teacher conferences or "back to school night," and in supporting student-centered school activities, such as plays or musical performances. These kinds of participation support communication between staff and families, allow parents to see first-hand the school environments in which their children spend much of their time, and communicate to students that parents value school.

Figure III-2 shows high levels of this type of participation among parents of elementary and middle school students with disabilities. More than 85 percent of parents reported attending a conference with staff at school (other than IEP meetings) and a general school meeting (e.g., a parent-teacher association meeting) in the past school year. About three-fourths of students had an adult family member attend a student-centered school event, such as a play. Volunteering to help with school activities (such as chaperoning a class field trip or serving on a school committee) extends the notion of parent involvement beyond attending meetings and events. Volunteering represents a significant investment of parental time and requires flexibility in handling other individual and family responsibilities. Despite the greater commitment of time and energy required to volunteer at school, 47 percent of students with disabilities had an adult household member who had done so in the preceding school year. Figure III-2 demonstrates that these levels of involvement among families of students with disabilities are similar to those measured for families of students in the general population.

When most effective, family involvement is an ongoing and sustained process that is marked by multiple opportunities to participate in school activities throughout the school year. SEELS data suggest that 90 percent of parents were involved in more than one of these four activities. Indeed, the largest group included parents who were involved in all four activities (37 percent).

Variation in family involvement was moderate among families of students in different disability categories (table III-3). For example, the difference in the degree to which families attended a teacher conference or a general school meeting was only 18 percentage points across disability categories (from about 90 percent to about 72 percent). The range of levels of involvement was greater for attendance at class events (27 percentage points, from 83 percent to 56 percent) and volunteering at school (43 percentage points, from 58 percent to 16 percent). Families of students with speech, orthopedic, other health impairments, and visual impairments were among the most active; families of students with mental retardation, emotional disturbance, multiple disabilities, or traumatic brain injury were less active. Parents of students with deaf-blindness were the least active, perhaps because many of those students attended residential schools.

Family Involvement in Activities Related to Children's Disabilities

Because their children have a disability, families whose children receive special education are expected or invited to become involved in a variety of school activities, beyond the overall types of involvement described earlier. In addition, they can participate in parent education, support, and training activities to help them better work with their children's schools and related service systems. This section describes the degree to which families were involved in these kinds of activities and their views of them.

Most family-school activities that are explicitly for students receiving special education revolve around the student's IEP. The IEP has been a central part of the legislation governing special education since the 1970s. The notion of using students' individual needs to establish appropriate educational goals, services to meet them,

Table III-3
Family Involvement in School Activities, by Disability Category

	Disability Category											
	Learning disabilities	Mental retardation	Speech impairment	Emotional disturbance	Hearing impairment	Visual impairment	Deaf-blindness	Orthopedic impairment	Multiple disabilities	Other health impairment	Autism	Traumatic brain injury
Percentage reporting that in the last school year, an adult family member:												
Attended a teacher conference (not IEP)	83.0	82.5	90.7	85.8	84.8	79.0	73.0	85.7	78.2	89.6	84.2	86.5
Attended a school meeting	85.3	75.9	88.8	78.4	85.1	86.1	71.5	89.3	81.4	86.4	80.8	84.8
Attended a school/class event	74.3	63.7	83.4	64.7	80.1	82.7	56.0	79.7	65.5	82.3	70.4	65.6
Volunteered at the school	42.5	36.1	58.2	30.1	42.7	56.2	15.6	55.0	39.5	51.1	55.5	39.1
Sample size*	829	712	712	722	863	697	41	832	798	892	1,075	308

*If sample sizes differ among the variables presented, the smallest sample size is noted.

Source: Special Education Elementary Longitudinal Study, 2001.

and a metric for measuring progress is as conceptually powerful today as it was at its inception. When appropriately implemented, the IEP process can prompt a collaborative conversation about the nature of educational goals for students and how to reach them. SEELS family interview data permit us to examine the extent to which family members of students receiving special education attended IEP meetings and their views of how involved they were in setting the IEP goals that were established at those meetings. We also can explore parents' views of the appropriateness of the IEP goals and the extent to which special education and related services were tailored to their children's needs. Families' general satisfaction with the level of their involvement in the decisions reached as part of the IEP process can be addressed, as can family involvement in parent support and parent training activities and their views of the helpfulness of those activities.

IEP Involvement

Meeting Attendance

The IEP meeting is intended to be a forum in which to discuss a student's status, annual goals, and a service program designed to meet those goals. Although attendance by parents at IEP meetings has not always been high, SEELS data show that nearly 90 percent of elementary and middle school students with disabilities had an adult family member attend their IEP meeting during the preceding school year (table III-4). It appears that the requirement in the IDEA Amendments of 1997 for family inclusion in IEP meetings is being implemented widely.

Goal Setting

Although attendance at meetings is important and valuable, it does not always ensure the family's active participation in the decisionmaking process. For example, SEELS family interview data portray a mixed picture with regard to development of IEP goals. Two-thirds of parents reported collaborating with school staff on the development of IEP goals; however, 32 percent indicated that school staff primarily developed the goals. Nonetheless, a large majority of parents agreed (46 percent) or strongly agreed (45 percent) that their children's IEP goals were both challenging and appropriate. This view of the challenging and appropriate nature of students' goals is important in light of IDEA's strong affirmation of the right of students with disabilities to have access to the same challenging curriculum as their peers in general education.

Table III-4
Family Involvement in Activities Related to Students' Disabilities, by Disability Category

Percentage Reporting	All Students	Disability Category											
		Learning disabilities	Mental retardation	Speech impairment	Emotional disturbance	Hearing impairment	Visual impairment	Deaf-blindness	Orthopedic impairment	Multiple disabilities	Other health impairment	Autism	Traumatic brain injury
Attended an IEP meeting	89.0	88.0	92.1	87.8	90.0	92.2	95.4	98.5	96.4	89.6	95.2	97.4	93.3
IEP goals were created by:													
Mostly family	1.1	1.0	0.7	1.0	1.8	1.4	2.2	0.0	1.0	2.2	0.7	1.9	1.0
Mostly school staff	32.4	33.0	32.8	34.0	30.2	29.2	25.8	22.8	22.2	26.3	28.9	21.5	31.4
Family and school staff	66.0	65.4	66.5	64.4	67.2	68.8	71.6	77.2	76.8	71.1	69.9	76.2	67.4
IEP goals were appropriate													
Strongly agree	44.7	43.0	43.6	48.1	38.8	50.4	52.2	48.9	49.9	44.4	46.9	45.7	42.7
Agree	46.4	46.8	46.9	46.4	47.6	43.8	41.1	49.6	42.2	46.1	42.5	45.1	50.2
Disagree, strongly disagree	8.9	10.2	9.5	5.5	13.6	5.8	6.7	1.5	8.0	9.5	10.6	9.2	7.1
Services were:													
Highly individualized	44.5	42.5	43.8	50.3	36.0	46.8	54.1	58.3	43.8	49.2	35.9	46.2	40.1
Somewhat individualized	48.3	49.0	50.7	45.8	51.0	48.0	41.9	40.5	48.4	43.3	53.0	46.2	46.6
Not individualized	7.2	8.5	5.5	3.9	13.0	5.2	4.1	1.2	7.8	7.6	11.0	7.6	13.3
Family involvement in IEP decision-making was:													
Less than desired	33.0	33.9	38.2	29.7	38.9	27.5	24.3	5.9	25.6	33.8	28.9	30.2	35.3
About right	66.3	65.6	60.8	69.5	60.2	72.2	74.6	94.2	73.8	64.7	70.9	69.5	63.6
More than desired	.7	.6	1.0	.8	.9	.3	1.2	.0	.5	1.5	.2	.4	1.1
Attended parent support or training meetings	26.8	26.5	33.0	18.0	37.4	44.2	38.3	80.8	39.3	42.8	39.4	65.9	34.4
Activity was sponsored by parent information/training center	38.8	36.2	48.2	35.3	35.0	32.8	39.2	41.3	47.9	46.8	46.6	55.5	32.4

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Table III-4 (cont'd)

Percentage Reporting	All Students	Disability Category											
		Learning disabilities	Mental retardation	Speech impairment	Emotional disturbance	Hearing impairment	Visual impairment	Deaf-blindness	Orthopedic impairment	Multiple disabilities	Other health impairment	Autism	Traumatic brain injury
Training/information was:													
Very helpful	48.7	44.8	54.0	52.2	55.7	50.2	49.7	28.6	51.3	43.4	43.2	56.0	39.7
Pretty helpful	44.1	50.9	36.4	41.2	30.5	41.6	44.7	64.7	41.9	46.2	40.8	35.1	38.3
Not very or not at all helpful	7.29	4.31	9.59	6.65	13.78	8.21	5.61	6.67	6.75	10.35	16.01	8.82	22.02
Sample size*	8,589	829	712	712	722	863	697	41	832	798	892	1,075	308

*If sample sizes differ among the variables presented, the smallest sample size is noted.

Source: Special Education Elementary Longitudinal Study, 2001.

Individualization of Services

A unique feature of special education that is outlined in the IDEA Amendments of 1997 is the principle that educational goals and accompanying services should address individual student needs. This principle differentiates special education services from regular education and increases the odds of school success for students with disabilities. SEELS asked parents their perceptions regarding how individualized their student's educational programs and services were, and a very large majority reported that their children's special education services were either "somewhat" (48 percent) or "very" individualized (45 percent).

Satisfaction with Involvement in Decisionmaking

As schools strive to be more responsive to the needs of families, it is important to evaluate the degree to which family members are satisfied with the process used to create IEPs for their children. SEELS family interview respondents were asked whether they wanted to be more involved in the decisions about their children's IEPs, less involved, or whether they had the desired level of involvement. Although a majority (66 percent) of families reported that their involvement was the "right amount," one-third of parents reported a desire to be more involved in the process. Almost no parents reported that they were more involved than they wanted to be.

Parent Support and Training

Parents often must make a considerable adjustment when they learn of their child's disability. They may feel they need to learn about the nature of the disability and the needs that it creates. In addition, they may seek information about the options available to them and about an educational service system that can be confusing. To meet this need, there are increasing numbers of independent, district, State, and Federal initiatives to increase parent knowledge and provide support. Sponsoring organizations provide many kinds of services, including information, consultation, case management, and parent support groups. Many of these programs start from the presumption that family members often learn best from the experiences of other families.

According to SEELS family interview data, approximately 25 percent of students had an adult family member who had participated in an informational or training meeting for families of students with disabilities at some time in the past. Among those who had attended such meetings, nearly 40 percent reported that the meetings were supported by a federally funded parent training and information center (PTIC). These centers have been sponsored by OSEP since the 1980s and exist in many communities. They vary in design and approach but share the principle of helping families navigate the school processes involved with eligibility determination, IEP and transition planning, and the challenges of service systems outside the schools. Data suggest that there are additional parents who might benefit from parent support services.

The informational meetings appear to be generally well-received by attendees. Families viewed the variety of meetings they had attended positively and considered such meetings to be "very" (49 percent) or "pretty" helpful (44 percent).

Differences by Disability Category

Among families whose children had different disability classifications, involvement in IEP and parent training and support activities and views of those activities did not differ substantially. A high rate of IEP meeting attendance was consistent across disability categories, ranging from 88 percent to 99 percent. The level of participation in IEP goal development varied somewhat more. For example, more than three-fourths of parents of students with orthopedic impairments, deaf-blindness, or autism reported collaborating with school staff on IEP goals, while 65 percent or fewer of parents of students with learning disabilities or speech impairments did so.

When asked about the IEP goals, parents of students across the disability spectrum either strongly agreed (39 percent to 52 percent) or somewhat agreed (41 percent to 50 percent) that their children's IEP goals were challenging and appropriate. Taken together, more than 90 percent of parents of students in most disability categories viewed their children's goals this way. The only exceptions were parents of students with learning disabilities, emotional disturbance, and other health impairments. The latter two groups, along with parents of students with traumatic brain injury, also were somewhat less likely than others to think the services provided their children were highly individualized.

Regarding the amount of family involvement in decisionmaking, there was moderate variation among the disability categories. Parents of students with deaf-blindness were the most satisfied (94 percent), whereas parents of students with mental retardation (38 percent) or emotional disturbance (39 percent) were most likely to report that their involvement was less than they desired.

Like IEP involvement, family participation in informational, support, or training activities for family members also varied by disability category. Families of students with deaf-blindness (81 percent) and of students with autism (66 percent) were most likely to have attended such meetings, while one-third or fewer of family members of students with learning disabilities (27 percent), mental retardation (33 percent), or speech impairments (18 percent) had done so. Of those who attended such meetings, more than 55 percent of families with children with autism had attended meetings sponsored by a PTIC, as had more than 45 percent of family members of students with mental retardation, orthopedic impairments, multiple disabilities, or other health impairments. Family members of students with hearing impairments or traumatic brain injury were least likely to access PTIC activities. Parents of students with autism (56 percent) or emotional disturbance (56 percent) were most likely to characterize the received training as "very helpful." Parents of students with traumatic brain injury or other health impairments found the information least useful. This variation in access and perception of the training experiences speaks to the difficulty of designing informational programs that provide information that is equally engaging for all participants.

Support for Education at Home

Many of the foundations of learning and communication that are central to success in school, and in life more broadly, have their foundation in the home. Family attitudes about education, rituals associated with reading and homework, expectations for academic success, modeling of behavior, and direct investment in educational supports such as tutors and computers for educational use, all represent forms of family involvement that can enhance student success in school. The importance placed by schools on at-home supports for education is evident in the fact that 89 percent of public elementary schools provide information to parents on how to help with homework, 85 percent provide information on helping to develop study skills, and 83 percent provide information on specific learning activities that could be done outside of school (Carey, Lewis, Farris, & Burns, 1998). SEELS data enable an examination of the extent to which families of elementary and middle-school students with disabilities engaged in a variety of educational support activities and provided educational resources at home.

Forms of At-Home Support

Talking About School Experiences

One of the primary ways that families support their children's education is by valuing it and students' educational attainment highly. This is communicated to students in many direct and indirect ways, including the degree to which school experiences are a topic of conversation at home. Conversations about such things as daily classroom events, projects, homework assignments, or field trips signal that education is valued. When asked about the prevalence of such conversations, 90 percent of parents of students with disabilities reported that they "regularly" talked with their children

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about school experiences. Only about 2 percent reported talking to their children about such topics "rarely" or "not at all."

Homework Help

Homework extends and reinforces the educational activities that occur during the school day and can provide opportunities to practice skills and learn concepts. When family members help with homework, they can learn about what is happening at school and have an opportunity to work with students on educational tasks. SEELS data indicate that virtually all students (96 percent) had a quiet place to do schoolwork at home, and 83 percent had help with homework from a family member three or more times per week.

Reading at Home

Reading is a core academic skill that is central to the IEPs of many students with disabilities. Research suggests that families can make significant contributions to the development of literacy skills through such activities as having books in the home, adults reading frequently, and, in particular, parents reading to children. Reading together provides informal instructional opportunities and helps to develop positive habits and an interest in written materials as a source of information and entertainment. Respondents to the SEELS family interview were asked how often in a typical week someone in the household read to the SEELS student. Two-thirds of respondents reported that someone read to their child three or more times in a typical week. Given the importance of this activity, the one-third of families who read to their children less often present an opportunity to increase this form of at-home support, perhaps through increased education about its importance and explicit "tips" on how families can make reading together a positive experience.

Household Rules

In identifying family factors that correlate with high student achievement, "establishing a daily family routine, providing time and a quite place to study, assigning responsibility for household chores, being firm about times to get up and go to bed . . . [and] setting limits on TV watching" have been shown consistently to relate to better student performance (Clark, 1990; Henderson & Berla, 1994). SEELS family interview data suggest that families of students with disabilities used household rules about such activities extensively at home. Ninety percent or more of students with disabilities reportedly had household rules about completing homework, bedtime on school nights, the types of television shows they could

Table III-5
At-home Educational Support Activities, by Student Disability Category

Percentage of Respondents Reporting That They:	All Students	Disability Category											
		Learning disabilities	Mental retardation	Speech impairment	Emotional disturbance	Hearing impairment	Visual impairment	Deaf-blindness	Orthopedic impairment	Multiple disabilities	Other health impairment	Autism	Traumatic brain injury
Talked about education with their student regularly	90.2	90.0	85.9	92.0	91.2	90.6	90.9	63.9	91.6	81.9	93.7	83.2	87.6
Provided a quiet place to do homework	96.3	96.5	96.5	95.8	95.3	96.6	97.7	100.0	97.9	97.3	98.5	98.3	97.7
At least three times in a typical week:													
Provided homework help	82.6	83.9	80.7	81.8	76.5	84.2	86.4	88.6	84.2	83.2	84.4	83.5	80.6
Read to the student	66.0	63.9	68.7	70.4	55.5	63.7	66.7	39.3	73.3	68.5	61.3	71.7	66.6
Had household rules about:													
Doing homework	96.9	97.4	93.9	96.9	98.0	97.4	95.6	74.1	96.6	93.3	97.0	92.7	96.0
Doing household chores	89.7	91.1	84.5	90.4	92.8	86.9	86.1	63.7	79.4	74.8	89.7	76.2	79.6
Acceptable grades	45.7	46.9	44.5	46.2	52.7	39.5	41.6	16.7	41.2	33.8	35.2	14.4	37.3
Bedtime	95.4	93.7	94.9	97.1	98.0	97.7	95.8	78.2	97.2	95.2	97.2	96.1	96.7
Acceptable amount of TV	78.0	76.6	77.6	80.8	78.0	78.0	80.6	48.9	77.1	77.5	74.1	74.9	81.6
Allowable TV programs	90.1	89.1	89.5	92.0	88.4	91.7	89.2	68.9	91.3	88.4	92.1	90.0	91.7
Had a home computer	63.9	61.7	51.3	70.9	55.6	65.9	70.9	69.5	71.0	55.3	74.4	77.6	63.1
Used home computer for education	74.2	73.4	67.8	77.0	69.9	81.1	69.3	16.5	80.0	60.5	78.0	79.9	80.4
Sample size*	8,589	829	712	712	722	863	697	41	832	798	892	1,075	308

*If sample sizes differ among the variables presented, the smallest sample size is noted.

Source: Special Education Elementary Longitudinal Study, 2001.

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watch, and doing household chores. The frequency of such rules for students with disabilities was quite similar to that for the general population of elementary school students (e.g., 97 percent had rules about bedtime and 92 percent about allowable television programs; NCES, 1998). Overall, 78 percent of families limited the amount of television students with disabilities could watch, again a figure quite similar to the general population (80 percent, NCES, 1998). However, significantly fewer parents in the SEELS sample (46 percent) had rules about academic performance targets, such as grade point average.

Computers at Home

Continuing advances in computer and networking technologies during the last two decades have made computers and the Internet increasingly important tools for accessing information and supporting learning for all students. For some students with disabilities, assistive technologies have allowed access to information and communication that was never before possible. And computer literacy already is an expectation for labor market success. However, there has been growing concern about the "digital divide" between the "haves" and "have-nots" in their access to computers. SEELS family interview data reveal that 64 percent of students with disabilities in elementary and middle schools had computers at home. This percentage may exceed that for the general population (51 percent, NCES, 1997).[1] The importance of computer accommodations and supports that are used by some students with disabilities may contribute to their greater prevalence among families of students with disabilities. Among almost three-fourths of the families who had them, home computers were used for educational purposes.

Differences by Disability Category

There were only modest variations in most forms of at-home support for education among students with different disability classifications, with the exception of families of students with deaf-blindness, probably because of the communications barriers related to that disability. For other families, consistency of experience was the rule. For example, rates of families having regular conversations about school experiences varied by only 12 percentage points across disability categories other than deaf-blindness. Rates of homework help and providing a suitable place to do homework also were quite high and consistent across disability categories, as were having rules about doing homework, bedtime, and television watching.

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[1] It is unclear how much of this difference relates to the 3-year time difference between the measurements.

However, some dimensions of at-home education support varied more widely. Specifically, the extent to which family members frequently read to students varied from 73 percent for families of students with orthopedic impairments to 56 percent of those with emotional disturbances. Setting standards for acceptable grades also varied more widely, ranging from 53 percent for students with emotional disturbances to 14 percent for students with autism. Finally, there were notable differences in computer access, with more than 70 percent of students with speech, visual, orthopedic, or other health impairments and autism having home computers, compared with only 51 percent and 55 percent of students with mental retardation and multiple disabilities. Computer use for educational purposes occurred for more than three-fourths of families whose children had speech, hearing, orthopedic, or other health impairments, autism, or traumatic brain injury. Educational use was much less common for students with deaf-blindness and other multiple disabilities.

Differences in Family Experiences

Differences in family involvement for students with different disability classifications are not the only, or even the most notable, differences revealed by SEELS data. In fact, SEELS data confirm that the differences in family involvement noted in the general population also are reflected among elementary and middle-school students with disabilities, as described below.

Student Age

In the general population, family involvement in educational activities declines markedly as students age. For example, in the general population, 80 percent of elementary school students had a family member who attended a parent-teacher conference, compared with only 48 percent of secondary school students (NCES, 1996). This pattern of declining involvement with age also is true among students with disabilities, but it is generally modest and is focused only on some kinds of involvement (table III-6). For example, rates of attendance at both general school meetings and IEP meetings did not decline significantly with age. Involvement in IEP goal-setting and decisionmaking also were fairly steady across the age range, as were attendance at parent information, support, and training sessions and the extent to which sessions attended were PTIC-sponsored. Similarly, families were about equally likely to have rules at home pertaining to most of the topics addressed in SEELS, regardless of students' ages. In fact, families with older students were significantly more likely than those with younger students to have family rules about acceptable grades (increasing from 39 percent to 60 percent across the age groups).

Table III-6
Family Involvement, by Student Age

	Student Age		
Percentage Reporting:	6 to 9	10 to 12	13 or Older
General School Involvement in the Last School Year			
Attended a teacher conference (not IEP)	88.3	83.4	82.8
Attended a school meeting	86.3	84.1	80.3
Attended a school/class event	80.0	72.6	60.1
Volunteered at the school	53.5	41.4	22.0
IEP Process Involvement			
Attended an IEP meeting	90.1	88.4	83.0
IEP goals were created:			
Mostly by family member(s)	.9	1.2	.0
Mostly by school staff	33.1	31.5	37.5
By family member(s) and school staff	65.7	66.4	62.5
IEP goals were appropriate and challenging			
Strongly agree	49.1	41.0	34.5
Agree	43.6	48.7	54.5
Disagree and strongly disagree	7.3	10.3	11.0
IEP services were			
Highly individualized	50.2	39.6	35.3
Somewhat individualized	44.4	51.9	51.4
Not individualized	5.4	8.5	13.3
Involvement in the IEP process was:			
Less than desired	31.4	34.1	41.5
About the right amount	67.9	65.3	57.7
More than desired	.8	.6	.8
Parent Training and Support Activities			
Attended parent support or training meetings	26.3	27.9	17.5
Activity was PTIC-sponsored	38.2	39.5	33.3
Training/information was:			
Very helpful	51.0	46.4	58.4
Pretty helpful	40.1	47.8	34.5
Not very or not at all helpful	8.9	5.9	7.1

Table III-6 (cont'd)

	Student Age		
Percentage Reporting:	6 to 9	10 to 12	13 or Older
At-Home Educational Supports			
Talked about school experiences with their student regularly	91.4	89.7	79.5
Provided a quiet place to do homework	95.6	97.0	95.4
At least three times in a typical week:			
Provided homework help	86.7	79.7	66.5
Read to the student	78.5	55.5	46.3
Had household rules about:			
Doing homework	96.6	97.4	92.9
Doing household chores	87.4	91.9	87.3
Acceptable grades	39.3	50.7	59.7
Bedtime	96.9	94.2	90.3
Acceptable amount of TV	79.3	76.8	78.4
Allowable TV programs	92.3	88.3	87.5
Had a home computer	63.1	65.0	56.0
Had a home computer and used it for education	72.5	76.0	68.9
Sample size*	4,437	3,894	252

*If sample sizes differ among the variables presented, the smallest sample size is noted.

Source: Special Education Elementary Longitudinal Study, 2001.

However, significant declines were noted in some kinds of family involvement. For example, compared with younger students, fewer parents of students 13 and older attended class events (60 percent vs. 80 percent) or volunteered at school (22 percent vs. 54 percent). Parents of older students also were somewhat less satisfied with the level of their involvement in IEP decisionmaking (58 percent vs. 68 percent). Conversations about school occurred less frequently as children aged; 91 percent of parents of students ages 6 to 9 reported regular talks about school, compared with 80 percent of students 13 or older. Parents of older students were also significantly less likely than parents of younger students to provide homework help frequently (67 percent vs. 87 percent) or to read to or with their children frequently (46 percent vs. 79 percent). This reduced family involvement, both at school and at home, may be a potentially problematic trajectory because of the types of risks that students face as they transition to secondary schools, where ongoing support may still prove helpful. However, a decline in some variables may be expected, since parents of nondisabled students also experience a decrease in family involvement as their children become teenagers.

Household Income

In the general population, household income is a significant factor in explaining variations in family involvement in education. For example, among families of elementary and middle school students in the general population nationally, 69 percent of those with incomes between $20,000 and $25,000 attended a general school meeting and 29 percent volunteered at school, compared with 84 percent and 49 percent of parents with incomes between $50,000 and $75,000. This is consistent with previous research in which staff in 28 percent of high-poverty schools reported that "most or all" parents attended the school open house, compared with staff in 72 percent of low-poverty schools (Carey et al., 1998). However, this variation was not apparent regarding at-home supports for education. For example, there were no sizable differences between income groups in the general population in the extent to which they had rules at home regarding television watching or bedtime (NCES, 1998).

Significant differences in involvement in school activities by income also were noted for students with disabilities in the SEELS sample (table III-7). Family members from households with incomes of $50,000 or more were more likely than others to participate in the four kinds of general school activities SEELS explored, significantly so in all cases except attendance at general school meetings. However, these differences were not found regarding involvement in the IEP process; family members were about equally likely to attend IEP meetings, to collaborate in goal-setting, and to approve of the goals and services that resulted, regardless of income. However, higher income families were significantly more likely than lower income families to report that their level of involvement in the IEP process in general was satisfactory (80 percent vs. 54 percent for families with incomes of $25,000 or less).

Participation in parent information, support, or training sessions was fairly consistent across income levels, with families with incomes greater than $50,000 being only marginally more likely than others to attend such sessions. Among attendees, however, they were somewhat less likely than others to attend PTIC-sponsored sessions (30 percent vs. 42 percent), which were more likely to serve lower income families. On the other hand, higher income participants viewed the meetings as more helpful.

At home, there was a good deal of similarity in support for education, regardless of income. For example, about equal proportions of families reported reading to their

Table III-7
Family Involvement, by Household Income

	Household Income		
Percentage Reporting:	$25,000 or Less	$25,001 to $50,000	$50,000 or More
General School Involvement in the Last School Year			
Attended a teacher conference (not IEP)	79.4	86.0	91.7
Attended a school meeting	64.0	77.3	90.2
Attended a school/class event	34.9	45.1	62.6
Volunteered at the school	82.8	85.9	91.6
IEP Process Involvement			
Attended IEP meeting	83.9	92.8	93.3
IEP goals were created:			
Mostly by family member(s)	.8	1.1	1.1
Mostly by teachers and school staff	34.1	31.3	29.5
By family member(s) and school staff	63.7	67.5	69.2
Level of agreement that IEP goals were appropriate			
Strongly agree	41.9	45.0	47.7
Agree	46.4	46.9	45.1
Disagree and strongly disagree	11.8	8.2	7.2
Percentage reporting that IEP goals were			
Highly individualized	43.4	43.7	44.9
Somewhat individualized	47.3	49.2	49.6
Not individualized	9.3	7.1	5.5
Involvement in the IEP process was:			
Less than desired	44.8	30.6	20.0
About the right amount	53.8	69.2	79.8
More than desired	1.5	.2	.2
Parent Training and Support Activities			
Attended parent support or training meetings	25.9	25.0	31.9
Activity was PTIC-sponsored	41.6	42.2	29.5
Training/information was:			
Very helpful	49.7	54.0	42.9
Pretty helpful	44.4	38.9	47.7
Not very or not at all helpful	5.9	7.2	9.4

Table III-7 (cont'd)

	Household Income		
Percentage Reporting:	$25,000 or Less	$25,001 to $50,000	$50,000 or More
At-Home Educational Supports			
Talked about education with their student regularly	84.9	92.1	96.3
Provided a quiet place to do homework	95.8	95.6	96.8
At least three times in a typical week:			
Provided homework help	79.7	84.0	84.8
Read to the student	66.0	67.9	64.2
Had household rules about:			
Doing homework	96.5	97.2	97.7
Doing household chores	90.9	89.4	90.5
Acceptable grades	53.8	40.9	38.1
Bedtime	94.7	94.6	96.7
Acceptable amount of TV	79.0	76.2	77.4
Allowable TV programs	88.7	88.4	93.0
Had a computer at home	38.4	69.7	91.2
Used home computer for education	61.2	72.1	82.8
Sample size*	2,743	2,353	2,316

*If sample sizes differ among the variables presented, the smallest sample size is noted.

Source: Special Education Elementary Longitudinal Study, 2001.

children and providing homework help often and having rules about homework, chores, and television watching. However, the highest income families were somewhat more likely than those in the lowest income group to talk regularly with their children about school experiences (96 percent vs. 85 percent). In contrast, the lowest income families were significantly more likely to have rules about acceptable performance at school than the highest income group (54 percent vs. 38 percent).

Perhaps not surprisingly, the greatest difference in at-home supports was related to computer availability. There was evidence of a "digital divide" with respect to family income: more than 90 percent of families with incomes greater than $50,000 had computers, while only 38 percent of parents with incomes under $25,000 did. This gap mirrors findings for the general population, in which 62 percent of families with incomes between $50,000 and $75,000 had home computers, a rate twice that of families with incomes between $20,000 and $25,000 (NCES, 1997). Among families who had computers, there were no marked differences in the extent to which they were used for educational purposes.

Student Racial/Ethnic Background

In the general population, families with minority backgrounds are as involved as white families in some forms of educational activities, both at school and at home; however, they are significantly less involved in some activities. For example, family members are about equally likely to attend general school meetings and parent-teacher conferences regardless of racial/ethnic background. Similarly, there are no marked differences in the general population in having family rules related to bedtime, amount of television watching, or acceptable programs to watch (NCES, 1996). In fact, among middle and high school students, families of those with African American backgrounds were more likely to be rated as "highly involved" than families of white students (56 percent vs. 37 percent; Binns, Steinberg, & Amorosi, 1998).

In contrast, there are significant differences in the general population in family involvement in such activities as attending a class event (71 percent for white students compared with 56 percent and 55 percent for African American and Hispanic students; NCES, 1996) and volunteering at school (44 percent for white students compared with 30 percent and 28 percent for African American and Hispanic students; NCES, 1998). A similar difference is reported by school staff, with staff in 30 percent of high-minority schools reporting that "most or all" parents attended the school open house, compared with 63 percent of school staff from low-minority schools (Carey et al., 1998). However, some research suggests that differences in income may be an explanation for much of this variation among racial/ethnic groups (e.g., Zellman & Waterman, 1998).

Some aspects of this pattern of racial/ethnic differences were mirrored among families of elementary and middle-school students with disabilities (table III-8). For example, attendance at general school meetings was fairly consistent for families of different racial/ethnic backgrounds. Families of Asian (92 percent) and Native American students (93 percent) were the most likely to attend such meetings, but more than 80 percent of families in all racial/ethnic groups reported doing so. Family members of white students were most likely to attend parent-teacher conferences (88 percent), but 86 percent and 84 percent of families of Native American and African American students also did so. IEP meeting attendance also did not differ widely between ethnic groups, ranging from 93 percent of Asian and Pacific Islander families to 82 percent of African American families.

Table III-8
Family Involvement, by Student Ethnicity

Percentage Reporting:	White	African American	Hispanic	Asian/ Pacific Islander	Native American
General School Involvement					
Attended a teacher conference (not IEP)	87.7	80.1	81.8	91.8	93.3
Attended a school meeting	81.7	65.4	65.4	47.8	91.5
Attended a school/class event	53.6	34.5	35.3	32.6	32.2
Volunteered at the school	87.8	84.1	79.2	72.6	85.5
IEP Process Involvement					
Attended IEP meeting	91.5	82.2	85.4	93.3	82.9
IEP goals were created:					
Mostly by family member(s)	1.2	1.1	0.4	0.0	14.3
Mostly by school staff	32.2	30.3	39.8	23.2	30.4
By family member(s) and school staff	66.3	67.0	59.7	76.5	55.4
IEP goals were appropriate and challenging:					
Strongly agree	46.4	44.0	35.2	39.9	30.1
Agree	46.0	44.3	55.2	52.9	27.9
Disagree and strongly disagree	7.6	11.7	9.7	7.2	42.0
IEP services were:					
Highly individualized	45.5	43.0	46.1	24.1	37.2
Somewhat individualized	49.1	47.9	41.2	68.8	47.9
Not individualized	5.4	9.2	12.8	7.1	14.9
Involvement in the IEP process was:					
Less than desired	26.4	49.7	42.0	60.5	30.4
About the right amount	73.3	48.8	56.3	39.5	69.0
More than desired	0.4	1.5	1.7	0.1	0.6
Parent support or training activities					
Attended meetings	27.0	32.8	18.3	20.2	21.7
Activity was PTIC-sponsored	33.3	55.3	44.0	31.8	85.7
Training/information was:					
Very helpful	42.8	60.1	57.9	74.3	27.6
Pretty helpful	49.6	36.4	29.5	23.4	56.6
Not very or not at all helpful	7.5	3.6	12.6	2.3	15.8

Table III-8 (cont'd)

Percentage Reporting:	White	African American	Hispanic	Asian/ Pacific Islander	Native American
At-Home Educational Supports					
Talked regularly about school experiences	94.5	84.5	80.3	79.9	99.2
Provided a quiet place to do homework	96.9	98.0	91.8	95.2	100.0
At least three times in a typical week:					
Provided homework help	82.3	85.9	78.6	73.8	84.7
Read to student	65.6	68.2	65.0	47.9	81.2
Had household rules about:					
Doing homework	97.5	97.3	95.0	79.6	97.3
Doing household chores	90.8	91.5	85.2	57.5	93.3
Acceptable grades	37.7	64.2	50.8	76.1	60.3
Bedtime	96.4	94.8	91.8	91.6	99.1
Acceptable amount of TV	76.6	82.1	80.7	92.0	84.1
Allowable TV programs	91.9	89.1	83.4	94.8	80.1
Had a home computer	77.1	43.1	38.3	65.1	65.5
Used a home computer for education	77.0	61.5	64.0	80.5	93.4
Sample size*	5,140	1,775	1,020	174	44

*If sample sizes differ across the variables presented, the smallest sample size is noted.

Source: Special Education Elementary Longitudinal Study, 2001.

However, some sizable differences were apparent between racial/ethnic groups on attendance at class events and volunteering at school. Native American and white families were significantly more likely than other families to attend school or class events (92 percent and 82 percent compared with 65 percent to 48 percent). White parents were significantly more likely than parents in any other ethnic group to volunteer at their child's school (54 percent vs. 35 percent and fewer). Asian and Pacific Islander families were the least likely to participate in such activities.

Family members of different racial/ethnic backgrounds also reported different views of their involvement in the IEP process and of the goals and services that resulted. For example, collaboration on goal-setting was most common among Asian families (77 percent) and least common among Native American families (55 percent), who were the only group to report in substantial numbers that they developed the IEP goals fairly independently of school staff (14 percent). Despite this high level of involvement, Native American parents were significantly less likely than others to agree that the goals arrived at were appropriate and challenging (58 percent vs. 92 percent for white families, for example). White and African American families reported similar levels of collaboration in goal setting (66 percent and 67 percent, respectively) and similar levels of satisfaction with the goals that resulted (92 percent and 88 percent) and with the individualization of services (95 percent and 91 percent). However, they differed dramatically on their satisfaction with their level of involvement in IEP decisionmaking in general. Almost three-fourths of white parents reported having the right amount of involvement, compared with fewer than half of African American parents; only 40 percent of Asian and Pacific Islander and 56 percent of Hispanic families reported they had the right amount of involvement in the IEP process. Although such relationships are inherently bi-directional, it is clear that there is room for improvement in including some parents more fully in the IEP process.

Members of African American families were somewhat more likely than others to attend parent information, support, or training sessions, but among attendees of such sessions, Native American family members were by far the most likely to attend sessions sponsored by a PTIC. They also were marginally less likely to find such meetings helpful.

Regarding at-home supports for education, white, African American, and Hispanic families reported similar practices on many of the dimensions explored. There were no significant differences between them in frequency of talking with children about school experiences, providing homework help or reading to students frequently, or having rules regarding doing homework or chores, bedtime, and television watching. However, they differed markedly in having standards for acceptable grades, with white families being significantly less likely than African American families to have such standards (38 percent vs. 64 percent). White families were significantly more likely to have a computer at home than other families (77 percent vs. 43 percent for African American and 38 percent for Hispanic families). These differences mirror those in the general population, in which 49 percent of white families had computers at home, compared with 22 percent and 23 percent for African American and Hispanic families, respectively (NCES, 1997). As computers become more important in education, the lack of access for some students will represent an increasing challenge.

Native American families were the most likely to talk with their students regularly about school experiences (99 percent), read to their students frequently (33 percent), and use a computer for educational purposes if one was available in the home (93 percent). In contrast, Asian and Pacific Islander families were least likely to engage in these same activities.

It is important to note that family income is a mediating factor for ethnicity, and differences in school experiences across ethnic groups within the same income group are often much smaller or nonexistent (Hebbeler & Wagner, 1999). Variations in how often parents came to the school to participate in these various activities or to provide supports at home likely reflect a number of factors, including parental interest, parent opportunities and time constraints, language and cultural issues, and school factors that may encourage or differentially inhibit participation among families from minority ethnic groups.

Alternate Dispute Resolution

An additional way parents may participate in their child's education is through alternate dispute resolution. The IDEA Amendments of 1997 require State and local educational agencies to ensure that procedures are established and implemented to allow disputes between parents and schools to be resolved through a mediation process with a qualified and impartial mediator. However, the law does not mandate mediation; it requires that mediation be voluntary and that it not be used to deny or delay a parent's right to a due process hearing or any other rights.

The National Association of State Directors of Special Education (NASDSE) conducted a survey of States regarding this issue (NASDSE, 1998). They found that all but eight States already had mediation systems in place prior to the IDEA Amendments of 1997.

The majority of States reported that a specific set of qualifications for mediators had been established, and all reported that mediators were provided with initial training and ongoing support. Most States reported using IDEA funds to support this program.

One State summed up the process by stating that conflicts between parents and schools are often caused by lack of communication. Therefore, third-party assistance made available as early as possible may prevent disagreements from escalating into formal disputes.

Summary and Conclusions

This initial look at families of students with disabilities has provided some information about their involvement in their children's education, both at school and at home. It also has raised important questions. Families in the SEELS sample were very likely to have attended parent-teacher conferences, general school meetings, and IEP meetings. In general, they gave high ratings to the IEP goals established for their children and to the individualization of services provided them, generally with modest differences by disability category, student age, race/ethnicity, or household income. Further, approximately two-thirds of families reported that the amount of involvement was "about right." This provides evidence that many of the family involvement mechanisms of IDEA functioned well for the vast majority of students in elementary and middle school.

However, there remains room for increased family involvement in the education of students with disabilities. Some forms of involvement, such as attending student-centered events and volunteering in the classroom, were significantly less common for families of students in some disability categories, for parents of older students, those who were minorities, and those from low-income households. Further, about one-third of families reported being less involved in the IEP process than they desired, although it is unclear how much family or school reasons accounted for this discrepancy. Families that expressed reservations about their level of involvement in the IEP process were disproportionately from African American, Hispanic, and Asian and Pacific Islander families and from low-income households, which signals the need to improve outreach to those communities. There also are clear opportunities to increase participation in parent information, support, and training sessions, including those that were PTIC-sponsored, particularly given the fact that most attendees reported that they found these trainings and meetings to be helpful.

Another clue as to where additional effort could enhance family involvement in the IEP process is the fact that families of children in high-incidence disability categories were less involved on several dimensions than were other families and were less satisfied with their involvement. For example, families of students with learning disabilities were less likely than most other families to attend IEP meetings, collaborate on goal-setting, and view the resulting goals as challenging and appropriate. They also were less likely to attend parent information, support, or training activities than families with children in most other disability categories.

It is encouraging to note that most families provided a variety of in-home supports for the education of their children, with many of those supports being irrespective of disability, age, race/ethnicity, or income. The vast majority of parents wanted their children to succeed academically and did what they could at home to support that success. It is worthy of note that minority families and those with low incomes were significantly more likely than other families to set standards about acceptable academic performance, perhaps in an effort to communicate the importance they placed on education and to motivate their children to succeed.

However, several differences in at-home support are worthy of attention. In particular, parents of older students were much less likely to talk with their students regularly about school, to provide homework help, and to read to them frequently. Given the increasing academic challenges facing students as they age, and the social pressures that work against investing high value in school success, parents of older students may be reducing their support on these dimensions at a crucial time. In addition, the "digital divide" was glaringly apparent among families of students with disabilities, as is true with families in general. Although students with disabilities may have been more likely than nondiabled students to have a computer at home and to use it for educational purposes, there were significant differences that placed at a disadvantage students in minority and low-income families. As access to information grows in importance in our society, these differences are likely to present increasingly difficult challenges to these students.

Finally, we are left with the question of how much and/or what types of family involvement are best, for which students, and at what times. Indeed, each type of family involvement should reflect a match between fluctuating levels of student and family need. The "right amount and type" of family involvement can and should vary among families, and for individual families over time. The multidimensional nature of the concept of family involvement suggests that there are multiple perspectives on these questions. Future data from SEELS and other OSEP-funded longitudinal studies will provide additional insights into these questions in the next several years, particularly in examining the issue of the relationship between family involvement and student progress.

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Special Education Teacher Recruitment and Hiring

The United States is experiencing a critical shortage of personnel to meet the needs of children with disabilities. In 1998-99, approximately 387,284 teachers were employed to provide special education services to students with disabilities. However, 39,466 of those teachers were not fully certified for their positions.

Ensuring an adequate supply of high-quality personnel to serve students with disabilities is important to meeting the letter and spirit of the Individuals with Disabilities Education Act (IDEA). During the last reauthorization hearings for IDEA, Congress heard testimony from numerous stakeholders emphasizing the need for highly qualified service providers. In amending IDEA in 1997, Congress reasserted its support for high-quality, intensive professional development that will give personnel the knowledge and skills they need to help students meet challenging education goals and lead productive, independent lives (§601(c)(5)(E)).

Since the early 1970s, Congress has provided a variety of funds to State educational agencies (SEAs), institutions of higher education, and other nonprofit institutions for personnel preparation. For example, Congress has consistently made the Personnel Preparation Program the most highly funded discretionary program under Part D of IDEA, appropriating $82 million for the program in fiscal year 2001. The Office of Special Education Programs (OSEP) awards competitive grants to assist States in meeting their identified personnel needs. As further evidence of its concern about and commitment to ensuring an adequate supply of high-quality personnel to serve students with disabilities, OSEP awarded a contract to Westat to conduct the national Study of Personnel Needs in Special Education (SPeNSE).

Description of SPeNSE

SPeNSE was designed to address concerns about nationwide shortages in the number of personnel serving students with disabilities and the need for improvement in the qualifications of those employed. SPeNSE will describe the adequacy of the workforce and attempt to explain variation in workforce quality based on State and local district policy, working conditions, preservice education, and continuing professional development.

SPeNSE includes personnel from a nationally representative sample of districts, intermediate educational agencies, and State schools for students with vision or hearing impairments. In spring and fall of 2000, approximately 8,000 local administrators, preschool teachers, general and special education teachers, speech-language pathologists, and paraprofessionals participated in a telephone interview. (Additional information on the study can be found on the study's web site, www.spense.org.) Special education administrators of 358 school districts, intermediate educational units (IEUs), and State schools for students with hearing or visual impairments were interviewed.

Information from the survey of administrators on the demand for special education teachers and local administrators' efforts to fill job openings for teachers have been analyzed; nationwide estimates based on their responses are presented in this module. Additional analyses and publications that will be available in the near future will examine the relationship between these factors and the extent to which personnel are adequately prepared to serve students with disabilities.

The Demand for Special Education Teachers

For the 1999-2000 school year, special education administrators[1] reported 69,249 job openings for special education teachers. These open positions included 5,914 teachers of preschool students, 2,738 teachers of primarily students with hearing or visual impairments, 12,013 teachers of students with emotional disturbance, and 48,584 other special education teachers. It should be noted that these reported openings may represent multiple openings for one or more positions. For example, if a special education teacher moves from one district to another, he or she may be counted twice as an opening because he or she filled one job opening while creating another. Almost 97 percent of districts had at least one special education opening during the 1999-2000 school year. On average (using the mean), districts[2] reported having openings for less than one preschool teacher (.58) and teacher of primarily students with hearing or visual impairments (.27). One vacancy per district was the mean for teachers of primarily students with emotional disturbance, and on average, districts needed five other special education teachers during the 1999-2000 school year. Thus, the average district had approximately 7 openings for special education teachers during the year.

The administrators also indicated that as of October 1, 1999, there were 12,241 funded positions that were left vacant or were filled by substitutes because suitable candidates could not be found. Among this total were 612 teachers of preschool

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[1] These individuals include school district special education directors, IEU special education directors, and representatives of State schools for students with visual or hearing impairments.

[2] For purposes of this module, the term district will refer to the school districts, IEUs, and State schools represented by the administrators interviewed.

Table III-9
Proportion of Administrators Viewing New Special Education Hires To Be Excellent Personnel by Size of School District

Size of District	Mean Proportion[a]
Very large	62.3
Large	75.0
Medium	80.9
Small	89.2

a/ F=.000; means of large and medium-sized districts were not significantly different.

Note: All differences between groups are significant at $p < .05$ except large and medium districts.

Source: SPeNSE Administrator Survey, Item MD8.

students, 385 teachers of students with hearing or visual impairments, 2,970 teachers of students with emotional disturbance, and 8,274 other special education teachers.

As of October 1, 1999, administrators reported that there were 50,310 newly hired special education teachers across the country, including 3,354 preschool teachers, 1,407 teachers of students with hearing or visually impairments, 8,027 teachers of students with emotional disturbance, and 37,522 other special education teachers. While administrators across the country were able to hire only some of the new teachers they needed, they felt that 85 percent of all newly hired teachers and service providers in the last 3 years were excellent at the time they started. The proportion viewed as excellent, however, was negatively related to the size of the district.[3] That is, administrators from small districts judged a greater proportion of their special education personnel to be excellent than did administrators from larger districts (see table III-9).

Administrators were also asked how many person days of substitute teaching they used in a typical week for special education teachers. For the nation, slightly over 50,000 (50,024) person days of substitute teaching were used each week. Assuming that there are 36 weeks in the typical school year, the total number of person days of

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[3] Analyses by size of district excluded IEUs. Very large districts are defined as districts with total enrollments of over 50,000 students. Large districts have enrollments of from 10,000 to 50,000 students. Medium districts have enrollments from 2,500 to 10,000 students, and small districts have enrollments under 2,500 students.

Table III-10
Percent of Districts Using Different Methods To Recruit Special Education Teachers and Related Services Providers

Recruitment Method	Percent	Standard Error
Advertise in national education publications	22.6	3.5
Advertise in local publications	96.8	1.4
Contact educators in other schools and agencies	97.2	1.5
Contact teachers' organizations	54.8	4.6
Contact colleges and universities	98.0	1.5
Use any other special recruitment efforts	92.2	74.5

Source: SPeNSE Administrators Survey, Item MB8.

substitute teachers needed in a school year would be 1,800,864. This is the equivalent of 10,048 full-time substitute teachers each year across the country.

Teacher Recruitment Efforts

Administrators reported using a variety of methods to recruit special education teachers; most were traditional methods, while others involved new technology and activities. As can be seen in table III-10, almost all of the administrators recruiting special education teachers and related service providers in the last 3 years used local publications, contacted educators in other schools, or contacted colleges and universities. Over half of all administrators recruiting special education teachers contacted teacher organizations (55 percent), while only 23 percent advertised in national publications. Other methods of recruitment were reported by 92 percent of administrators and included listing job openings on a web site, participating in job fairs, and working with their State departments of education or using State resources to recruit candidates.

Advertisements in local publications, contacts with educators in other schools, and contacts with colleges and universities were used uniformly across districts in different regions,[4] of different sizes, of different metropolitan status,[5] and with different levels of poverty.[6] Contacting teacher organizations was less frequently used by districts, but no differences existed across districts based on region, size, metropolitan status, or level of poverty. Small and medium-sized districts were less likely to advertise in national publications than were larger districts. Metropolitan status, poverty, and region did not have an impact on the use of national publications.

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[4] Region is defined in terms of the six Regional Resource Centers funded by OSEP.

[5] The variable used is defined by the U.S. Census Bureau; it includes a central city of a metropolitan statistical area (MSA), an MSA but not a central city, and outside an MSA.

Another recruitment tool that has been promoted by some educators is the use of incentives such as signing bonuses, placing newly hired personnel on a higher step of the salary schedule, providing an increase in base salaries or other raise in salary through reclassification, or providing additional fringe benefits. Administrators were asked if they used these types of incentives to recruit or retain special education teachers and service providers for the 1999-2000 school year. Only 15 percent indicated that they had used such incentives. Among these districts, bonuses were used most frequently; however, the districts using bonuses represented only about 7 percent of the number of districts nationwide.

Smaller districts were less likely to use incentives than larger districts, with very large districts most frequently using incentives. Perhaps surprisingly, district poverty had little impact on the use of incentives; that is, wealthier districts were no more likely to use incentives than were poor districts.

Some school districts offered other benefits to entice teachers to take jobs in their districts. For example, some districts offered free training to prepare staff members to become special education teachers or to obtain additional certification, licensure, or endorsement. Nationwide, 46 percent of district administrators maintained that such training was available. However, this training was offered more frequently by districts in the Mid-South than by districts in the Northeast, Great Lakes, Mountain Plains, and Western regions. Small districts were less likely to offer free training than were very large and medium districts.

In addition, many States currently utilize a combined general and special education web-based statewide recruitment approach. The web-based approaches frequently include:

- A single application that can be submitted to some or all districts;

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[6] Poverty was operationalized using the Orshansky index (percent of students below the Federal poverty level as a proportion of all students enrolled in the district). These data were obtained from the January 2000 Quality Education Data (QED) file. Districts were assigned a relative poverty index (1-4) based on the quartiles of the range of Orshansky scores.

- Links to local newspapers and cultural resources;
- Links to State certification offices; and
- Links to higher education programs.

Many States report that the web-based approach has been highly effective.

Criteria Used in Hiring Teachers

Research demonstrates that teacher shortages may not be due to insufficient numbers of individuals seeking teaching positions. Instead, such shortages may be the result of an insufficient supply of teachers with the qualities sought by school districts (Boe, Bobbitt, & Cook, 1996). To examine the qualities sought by administrators in hiring special education teachers, the SPeNSE questionnaire asked about the criteria used to evaluate teaching applicants.

Several evaluation criteria were used by more than 80 percent of the districts nationwide (see table III-11). These criteria included full certification for the students, subjects, and grade levels to be taught; at least an emergency or temporary State certification or endorsement for the specific teaching assignment; graduation from a State-approved teacher education program; a college major or minor that matches the teaching assignment; and the passage of a State test of basic skills. About 75 percent of all agencies reported that they use passage of a State test of subject knowledge; 56 percent used passage of the National Teachers Examination (NTE) or the Praxis Series Core Battery Test of Professional Knowledge. Eighteen percent of administrators reported using other criteria, such as prior experience/ professional background, references and recommendations or referrals, and academic performance. Nearly all administrators (96 percent) reported that they often obtain an appraisal from an applicant's former principal, supervisor, or supervising teacher before making a job offer.

Virtually all administrators (99.9 percent) reported using full standard State certification as a criterion for evaluating job candidates. Graduation from a State-approved program, possession of at least an emergency or temporary State certification or endorsement, and having a major or minor that matches the teaching assignment were also widely used by districts, regardless of region, size of district, metropolitan status, or level of district poverty. Districts in the Northeast and Mid-South were more likely to consider passage of the NTE or Praxis than were districts in other regions. The Mountain Plains region was less likely than the Mid-South, Southeast, Great Lakes, and Western regions to use basic skills tests. These last two findings are undoubtedly a function of the certification policies of individual States.

Table III-11

Percent of Districts Using Different Selection Criteria for General and Special Education Teachers

Selection Criteria	Percent	Standard Error
Full standard State certificate for the students, subjects, and grade levels to be taught	99.9	0.0
At least an emergency or temporary State certificate or endorsement for teaching assignment	86.7	2.9
Graduation from a State-approved teacher education program	88.8	2.8
College major or minor that matches the teaching assignment	88.2	2.9
Passage of State test of basic skills	82.5	3.0
Passage of State test of subject knowledge	74.7	3.3
Passage of NTE or the Praxis Series Core Battery Test of Professional Knowledge	55.9	4.0
Any other criteria	18.0	3.4

Source: SPeNSE Administrators Survey, Item MD1.

Barriers To Hiring Teachers

Many researchers and policymakers have speculated as to why it is so difficult to recruit special education teachers. Suggested explanations range from low salaries and lack of qualified candidates, to constraints posed by unions, schools' control over hiring, and affirmative action. Through the SPeNSE survey, local administrators have provided the first national look at the barriers they faced in recruiting special education teachers over the last 3 years.

Table III-12 indicates that some factors were viewed by the majority of administrators as significant barriers to hiring while others were not. More than 80 percent of administrators concluded that the shortage of qualified applicants was a great or moderate barrier to hiring special education teachers, confirming the findings of Boe and his colleagues (1996). The only other factors considered moderate or great barriers to hiring by more than 40 percent of administrators were geographic location (50 percent), openings becoming available too late in the year (44 percent), and insufficient salary and benefits (59 percent). Examining the mean values of the administrators' responses, the relative rankings of the barriers were the same. However, few administrators reported that other institutional barriers were problematic. Inability to offer job security (9 percent), schools having too much control over hiring decisions (6 percent), constraints imposed by affirmative action

Table III-12
Percent of Districts Viewing Factors as a Barrier To Obtaining Qualified Special Education Teachers in the Last 3 Years

Barrier	Not At All		To a Small Extent		To a Moderate Extent		To a Great Extent		Mean Value (1-4)
	Percent	Standard Error	Percent	Standard Error	Percent	Standard Error	Percent	Standard Error	
Shortage of qualified applicants	4.4	2.0	12.1	3.3	32.0	3.9	51.5	4.5	3.3
Insufficient salary and benefits	21.5	3.4	19.6	3.5	41.9	4.4	17.0	3.3	2.5
Inability to offer job security	68.9	3.9	22.1	3.3	7.2	2.3	1.8	1.7	1.4
Unwillingness to teach the types of students in your district	55.1	4.2	20.0	3.4	18.7	3.6	6.3	2.3	1.8
Perceptions of the working environment in your district	54.0	4.3	29.6	4.3	10.6	2.8	5.7	2.3	1.7
Difficulty identifying the applicant with the best qualifications	59.8	4.2	25.1	3.8	12.8	2.8	2.3	1.4	1.6
Openings becoming available too late	27.4	4.1	28.5	3.8	30.2	3.9	13.9	3.5	2.3
Schools having too much control over hiring decisions	76.8	3.8	17.0	3.2	6.2	2.2	.03	.009	1.3
Constraints imposed by unions or associations	69.4	3.9	17.5	3.2	11.9	2.6	1.2	.5	1.4
Constraints imposed by affirmative action	85.9	2.8	12.9	2.7	1.2	.9	.03	.01	1.2
Geographic location of school	25.9	3.4	23.6	3.4	29.4	4.1	21.0	4.0	2.5

Source: SPeNSE Administrators Survey, Item MB11.

(1 percent), and constraints imposed by unions or associations (13 percent) were not generally seen as great or even moderate barriers to recruiting special education teachers.

Very large districts were more likely than small and medium-sized districts to see the shortage of qualified applicants as a problem. Districts in the Northeast were less likely to report this as a barrier than were districts in the Southeast, Great Lakes, and Mountain Plains regions; this may be a function of the large number of teacher training institutions in the Northeast region. Insufficient salary and benefits were more often viewed as a barrier by the poorest districts than by more wealthy districts. MSA suburban districts were less likely to view insufficient salary and benefits as a barrier than were non-MSA districts.

Small districts viewed the geographic location of the school as a barrier to hiring to a greater extent than did larger districts. Relatedly, districts outside MSAs were more likely to report geographic location as a barrier than were districts within MSAs. Districts in the Northeast were less likely than those in the Southeast, Great Lakes, and West to report openings becoming available too late as a barrier; this again may be related to the large number of teacher training programs in the Northeast.

Conclusions

Across the country, administrators responding to the SPeNSE survey reported having almost 70,000 openings for special education teachers at some time during the 1999-2000 school year. Virtually every district, IEU, and State school for students with hearing impairments or visual impairments had an opening for a special education teacher. On average there were seven openings per district.

The SPeNSE administrator survey provides some explanations and potential solutions to shortages of special education teachers. When asked about barriers to finding teachers, administrators noted that the most significant barriers were related to the supply of quality teachers and to salary and benefits rather than to institutional barriers such as job security, schools' control of the hiring process, and the impact of unions and affirmative action. This suggests that policymakers should put additional efforts into increasing the supply of quality teachers, working to raise teacher salaries and benefits, and attempting to equalize salaries across districts.

Perhaps two of the most problematic hiring barriers cited by administrators are the district's geographic location and the fact that openings become available too late in the year. New approaches to recruitment may help to overcome these barriers. Administrators noted that they overwhelmingly used traditional methods of finding new teachers, such as advertising in local newspapers and contacting local colleges and universities. Relatively few administrators reported using methods such as posting job openings on the World Wide Web. The lack of success that administrators reported in finding qualified teachers and the number of positions left vacant or filled by substitutes suggests that new methods of recruitment need to be more widely utilized. For example, the Mountain Plains Regional Resource Center at Utah State University and the Kansas Department of Education have developed and implemented an Internet-based system that allows school administrators to post regular and special education job openings and provide information about the school and community. Applicants can submit applications and resumes to the school district online. The system has been extended to other States, and those using it have reported success in recruiting regular and special education staff. Their experience suggests that a nationwide system of online recruitment might prove helpful in hiring teachers who are interested in various geographic locations and available late in the hiring season.

While administrators across the country were generally pleased with the teachers they recruited, many openings remained at the beginning of the school year, and some administrators reported that the applicants they hired were not excellent teachers. Some openings were filled by substitutes, while others were left vacant because administrators were unable to hire teachers with the qualities they sought. These findings suggest that greater efforts need to be made to ensure congruence between teacher training programs and the qualities that administrators seek in special education teachers.

Future SPeNSE publications will examine the extent to which special education personnel are adequately prepared to serve students with disabilities, variation in personnel preparation, and factors that explain that variation. Results from those analyses will provide additional information to guide policy development at the national, State, and local levels to ensure an adequate supply of highly trained personnel to serve students with disabilities.

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Services Received by Children and Families Entering Early Intervention

Service delivery under Part C of the Individuals with Disabilities Education Act (IDEA) has been found to vary depending on a variety of factors (Harbin, McWilliam & Gallagher, 2000; Hebbeler, 1997; Kochanek & Buka, 1998; Spiker, Hebbeler, Wagner, Cameto, & McKenna, 2000). In part, this is due to the fact that there was considerable variation in the history of early intervention service delivery prior to the implementation of Pact C. The law further allowed States some latitude in implementing Part C. Understanding the nature of early intervention is clearly of significance at many levels, including the development of Federal and State policies to improve services and ultimately the results of those services. Describing the nature of early intervention, however, is not a straightforward task. Early intervention can be described with regard to many different features and, as yet, we do not know which features of early intervention are the most important. Early intervention can be characterized with regard to type of service (e.g., speech therapy, nutrition services, etc.), location of service (home, specialized center, etc.), or provider of service (nurse, physical therapist, etc.), to mention just a few potential critical features.

Data on Part C services have been collected from States by the Office of Special Education Programs (OSEP) for the past several years and are reported in tables AH1 through AH12 of this report. There also exist some data from statewide evaluations (e.g., Farel, Schackelford, & Hurth, 1997; Roberts, Innocenti, & Goetze, 1999). The National Early Intervention Longitudinal Study (NEILS) adds considerably to what is known about early intervention services by providing more in-depth information about multiple features of services provided to a nationally representative sample of 3,338 children and families. These infants and toddlers and their families began receiving early intervention services for the first time in 1997-98. This module provides initial information about their first 6 months of service.

At the time of enrollment into early intervention, when families completed and signed the initial individualized family service plan (IFSP), staff members at agencies enrolling families into NEILS were asked to name one of the early intervention professionals who would be most knowledgeable about the services that the child and family would be receiving. Frequently, this individual was the family's designated service coordinator, but he or she could be any type of professional familiar with the services provided to the child and the family. Six months after the signing of the initial IFSP, this provider was asked to complete a NEILS Service Record to report information about the services provided to the child and family during the prior 6 months. The service data reported here are weighted to represent the national population of infants and toddlers entering early intervention.

The following questions are addressed in the data from NEILS reported here:

(1) What types of early intervention services are provided to infants, toddlers and their families?

(2) Where are early intervention services provided (i.e., locations or settings)?

(3) What are the types of providers who are delivering early intervention services to infants, toddlers and their families?

(4) What are the reasons that those early intervention services scheduled for infants, toddlers and their families are missed, when they are missed?

(5) How well are the infants and toddlers receiving early intervention services progressing towards the goals specified in their individualized family service plans (IFSP)?

Receipt of Early Intervention Services and Types of Services

Six months after enrollment into early intervention (defined as signing the initial IFSP), 81 percent of infants and toddlers and their families were still enrolled in early intervention. Of those who were no longer enrolled in early intervention after 6 months, 3 percent of the children had died, 37 percent were no longer eligible for services because they no longer met the State's eligibility criteria for developmental delay or they had reached 36 months of age, and 24 percent had moved away or had a change in custody/household. Significant minorities of families had discontinued services (18 percent) or could not be located by early intervention providers (11 percent).

Federal law specifies the types of services that are designated as early intervention services. The percentages of children and families receiving these and other services are shown in table III-13. The most frequently provided service was service coordination, which was provided to 80 percent of the families. (It should be noted that the family may decline this service or choose to perform this coordination function themselves. Some respondents may also have neglected to identify service coordination because it is a service to which every family is entitled.) Social work services were provided to 12 percent of NEILS families, and it is possible that these providers performed some of the functions considered under the rubric of service

Table III-13

Early Intervention Services Received by Children and Families During the First 6 Months, as Reported by Service Providers

Service	Percent
Assistive technology	4
Audiology	14
Behavior management services	6
Developmental monitoring	38
Family counseling/mental health counseling	4
Family training	20
Other family support	10
Genetic counseling/evaluation	3
Health services	7
Medical diagnosis/evaluation	11
Nursing services	7
Nutrition services	7
Occupational therapy	39
Physical therapy	38
Psychological or psychiatric services	4
Respite services	4
Service coordination	80
Social work services	12
Special instruction for the child	44
Speech/language therapy	53
Translation services (interpreter)	2
Transportation and/or related costs	7
Vision services	6
Other	2

Notes: Percentages sum to more than 100 percent because children and families could receive more than one service.

Percentages exclude 2.3 percent of children and families who received no services in the first 6 months after signing the IFSP.

N=2,651.

Source: National Early Intervention Longitudinal Study.

coordination. One major goal of the Part C legislation was to provide families with better coordination of services (Roberts, Behl, & Akers, 1996; Roberts, Innocenti, & Goetze, 1999).

Since Part C was enacted to enhance the development of infants and toddlers with disabilities or at risk for developmental delay, it is not surprising that direct services related to supporting and promoting the child's development and functioning were frequently provided. After service coordination, different therapy services were the next most common service provided. Speech therapy was provided to about half of all NEILS children (53 percent) during their first 6 months in early intervention. Occupational therapy and physical therapy were provided to about 4 in 10 children (39 percent and 38 percent, respectively). Special instruction to the child was another common service, provided to about 4 in 10 children (44 percent).

Another important area of early intervention service is that of evaluation and assessment of the child's development, health, and overall functioning. Developmental monitoring was a commonly provided service, provided to 38 percent of the children. Other services that relate to a variety of evaluation and assessment needs of children and families were provided to significant minorities of families. For instance, 14 percent received audiology services, 11 percent received medical diagnosis or evaluation services, and 3 percent received genetic counseling.

One of the fundamental goals of the Part C program is to provide support to improve families' capacity to meet the special needs of their infants and toddlers (Bailey et al., 1998; Wesley, Buysse, & Tyndall, 1997). To this end, services related to family training and other family support were provided fairly frequently. For instance, of the family-related services shown in table III-13, 20 percent of families received family training, 10 percent received other family support services, 12 percent received social work services, and 4 percent received family or mental health counseling services.

Most of the children and families (77 percent) received between two and six different services, with about one in five receiving two different services (18 percent), three different services (19 percent), or four different services (17 percent). Nearly 1 in 10 families received eight or more services during the first 6 months in early intervention.

Location of Early Intervention Services

Early intervention services can be provided in a variety of settings. Federal law specifies that services should be provided in natural environments to the maximum extent appropriate, which for infants and toddlers means the home and community settings in which children without disabilities participate (e.g., child care or preschool programs).

The majority of infants and toddlers received services in a home or community setting. Nearly 8 in 10 infants and toddlers in the NEILS sample (78 percent)

Table III-14
Locations of Early Intervention Services Received During the First 6 Months After the Initial IFSP as Reported by Service Providers

	Percent
In the family's home	78
In a family day care/preschool/nursery school	10
In a specialized center-based early intervention program	28
In a clinic or office (e.g., hospital-based clinic, therapist office)	29
Another setting (e.g., inpatient services in a hospital)	5

Notes: Percentages sum to more than 100 percent because children and families could receive more than one service.

Percentages exclude 2.3 percent of children and families who received no services in the first 6 months after signing the IFSP.

N=2,651.

Source: National Early Intervention Longitudinal Study.

received services in the home (see table III-14). One in 10 children (10 percent) received services in a family day care, nursery, or preschool setting, and a small percentage received services in other settings, including community-based programs like a gym or YMCA program or various types of community-based offices. Finally, 3 in 10 children received services in specialized early intervention programs (28 percent) or clinics (29 percent). Most children and families received services in one (58 percent) or two (33 percent) different settings. Eight percent received services in three settings, and 1 percent were served in four settings.

Types of Providers of Early Intervention Services

There is a wide variety of early intervention services; thus, many different kinds of personnel provide these services (table III-15). The most common types of early intervention providers were service coordinators, speech and language therapists, occupational and physical therapists, child development specialists, and special educators.

Most of the children and families had two or more different types of providers delivering services to them. About half of the NEILS families (46 percent) had two or three providers working with them, while another 28 percent of families had four or five different providers working with them. For a small minority of families (13 percent), there were as many as six or more different types of providers at one or more agencies working with their child and family.

Table III-15
Types of Providers of Early Intervention Services to Children and Families During the First 6 Months After the Initial IFSP as Reported by Service Providers

	Percent
Type of Provider	
Audiologist	12
Behavior therapist	2
Child development/infant specialist	33
Family support specialist	5
Family therapist/mental health professional	1
Nurse	9
Nutritionist	5
Occupational therapist	38
Occupational therapy assistant	3
Orientation/mobility specialist	<1
Paraprofessional	5
Parent (other than parent of the child)	1
Pediatrician	7
Physical therapist	39
Physical therapy assistant	2
Psychologist/psychiatrist	6
Physician	7
Service coordinator	64
Social worker	10
Special educator	29
Speech/language therapist/pathologist	53
Vision specialist	5
Other	4
Number of different types of providers	
None	1
One	13
Two	23
Three	23
Four	17
Five	11
Six	6
Seven	4
Eight or more	3

Notes: Percentages for types of providers sum to more than 100 percent because children and families could receive services from more than one provider.

Percentages exclude 2.3 percent of children and families who received no services in the first 6 months after signing the IFSP.

N=2,651.

Source: National Early Intervention Longitudinal Study.

The providers who completed the NEILS Service Records were asked to indicate whether the different providers consulted with each other on a regular basis in order to coordinate and share information. Because children and families may receive multiple services from different providers, consultation among providers is an essential component of an effective service delivery system (Paisha & Wesley, 1998; Roberts, Behl, & Akers, 1996). Such consultation was reported for 94 percent of the families. For 14 percent of the families, one or more early intervention professionals working with the family consulted regularly with the child's day care or preschool teacher.

Reasons for Missing Early Intervention Services

Understanding the differing reasons that children and families miss scheduled services is important for the design and improvement of local early intervention systems, including issues related to staffing and allocation of expenditures, among other issues. For instance, if family factors, such as lack of transportation, prevent families from consistently participating in early intervention services, knowing which factor is a barrier may suggest a specific strategy for program improvement. Another strategy might be developed in response to knowing that missed services are due to a lack of available staff.

Nearly 2 in 10 children and families missed no services in the first 6 months after entering early intervention (see table III-16). Of those who did miss some services during that time, nearly 6 in 10 (58 percent) did so for reasons associated with the child, such as illness. Another 46 percent missed services because of reasons related to family circumstances, such as lack of transportation. More than one-fourth of families missed services due to problems related to programs or providers, such as provider illness or lack of available staff. This is consistent with other studies that have shown that families do not typically receive all of the services they are scheduled to receive. For instance, Kochanek & Buka (1995) reported that 72 percent of the total number of services scheduled for infants, toddlers, and their families were actually provided. They also found that the major reason for missing services was due to factors related to families being unable or electing not to use the services offered. This study did not distinguish between reasons related to the child versus those related to the family.

Perceived Progress Toward IFSP Outcomes

Finally, providers were asked to rate the child's progress toward achieving the outcomes specified on the IFSP. Providers gave positive progress ratings for the majority of children. Forty-nine percent of the children were rated as making about

Table III-16

Reasons Children and Families Missed Early Intervention Services During the First 6 Months After the Initial IFSP as Reported by Service Providers

	Percent
No services missed in the past 6 months	19
Missed for reasons related to child (e.g., illness)	58
Missed for reasons related to family (e.g., transportation problems, forgot appointment)	46
Missed for reasons related to program or provider (e.g., provider illness, staff not available)	27
Unknown	22

Notes: Percentages for reasons for missing services sum to more than 100 percent because families could miss services for more than one reason.

N=2,651.

Source: National Early Intervention Longitudinal Study.

as much progress as expected, and 23 percent were rated as making more progress than expected. Only 12 percent of NEILS children were rated as making less progress than expected. Progress ratings were not provided for 16 percent of the children. Future analyses will examine these ratings in relation to other information. For example, it will be important to determine how these ratings correspond to other indicators of child progress and how they relate to the actual services received, as well as to other data obtained from parents via the annual phone interviews, (e.g., disability types, family demographic characteristics).

Summary

This in-depth first national look at the services received by infants and toddlers and their families in the first 6 months after entering the Part C early intervention program shows that there is considerable variability with regard to service types and characteristics. Most children and families received between two and six different early intervention services, with about 8 in 10 families receiving service coordination. Therapy services and special instruction for the child were the most frequently provided services, with nearly half of all children receiving speech therapy and nearly 4 in 10 receiving special instruction for the child, physical therapy, or occupational therapy. Services were provided in a variety of settings, but the vast majority of families (78 percent) received some services in their homes. Most children and families received services in either one setting (58 percent) or in two settings (33 percent). Additional analyses which include more information about the combination and intensity of services and how these aspects of services relate to child and family characteristics and outcomes will be forthcoming in future reports from NEILS.

A wide variety of professionals and paraprofessionals provided early intervention services to children and families. Providers reported consultation among providers for 94 percent of the families, suggesting a significant degree of collaboration and information-sharing among the personnel providing early intervention services. For 14 percent of the families, one or more early intervention personnel consulted with the child's day care providers or preschool teachers. Additional analyses will examine the percentage of children in child care settings to provide further insight into this estimate.

In future reports from NEILS, the information about services and providers reported here will be examined in the context of data about the backgrounds and training of early intervention personnel and the characteristics of early intervention programs and agencies. Ultimately, service and provider data will also be used to determine how these service characteristics relate to child and family outcomes.

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Using Implementation Data To Study State, District, and School Impacts

Introduction

In 1997, Congress made significant changes to the Individuals with Disabilities Education Act (IDEA), the landmark law that helped ensure access to education for children with disabilities. With access to public schools already guaranteed for 6.1 million children with disabilities, the 1997 reauthorization of IDEA set educators' and policymakers' sights on improving achievement for these students, as well as on ensuring positive transitions to work or postsecondary education after graduation.

As part of the reauthorization, Congress instructed the Office of Special Education Programs (OSEP) to conduct a national assessment to "examine how well schools, local educational agencies, States and other recipients of assistance" were making progress toward:

- Improving the performance of children with disabilities in general scholastic activities and assessments as compared to nondisabled children;
- Providing for the participation of children with disabilities in the general curriculum;
- Helping children with disabilities make effective transitions from early intervention to preschool, preschool to school, and school to adult life;
- Placing and serving children with disabilities, including minority children, in the least restrictive environment appropriate;
- Preventing children with disabilities, especially those with emotional disturbance or specific learning disabilities, from dropping out of school;
- Addressing behavioral problems of children with disabilities as compared to nondisabled children;
- Coordinating services provided under IDEA with other educational and pupil services, including preschool and health and social services funded from other sources;

- Providing for the participation of parents in the education of their children with disabilities; and

- Resolving disagreements between education personnel and parents through activities such as mediation.

OSEP responded to these issues by designing two sets of studies: child-outcome longitudinal studies and topic-specific studies. The former include studies of infants and toddlers, children in preschool, children in elementary school, and youth transitioning from school to adult life. The latter cover three issues: the cost of special education; an investigation into personnel needs in special education; and a longitudinal policy study of how States, districts, and schools are implementing IDEA. (See the module on OSEP's national assessment in Chapter IV of this report.)

The State and Local Implementation of IDEA (SLIIDEA) is a longitudinal study of how States, districts, and schools are implementing IDEA. To guide SLIIDEA, OSEP has developed a set of implementation and impact questions to address the congressional issues annually, as well as over time. They are the following:

- How do States, districts, and schools use policies, practices, and resources to serve children and youth with disabilities? What factors influence the use of these policies, practices, and resources? (In this question, policies refer to legislation, rules, and procedures; practice refers to the activities carried out to implement the policy; and resources include the staff and money set aside or identified to implement the policy and practice.)

- To what extent are States, districts, and schools making progress toward achieving academic outcomes?

- What is the relationship between State policy and practice and district and school policy and practice? Do State policies affect district and school practices, policies, and resources or the process of local change, and if so, how?

- What are the critical and emerging issues in States, districts, and schools?

This module describes the conceptual foundation of SLIIDEA, and in so doing, answers an important question: What is implementation and impact research and why is it so important? It also sets forth preliminary hypotheses about State and local implementation of IDEA. Finally, the module presents preliminary data from the first-year survey on the policy instruments that States use to potentially influence districts and schools.

Implementation Research Defined

As its name implies, implementation research most often looks at how programs or policy innovations are being implemented. Implementation studies primarily focus on "what is happening" in the design and implementation of a program. They also respond to the questions "What is expected or desired?" and "Why is it happening?" In sum, they evaluate and explain program phenomena.

In addition, implementation research helps to identify the degree or extent to which a program has been implemented, identifying different stages of implementation beginning from early planning all the way to full implementation. Evaluators also use implementation research to determine how effective program planners were in implementing a program as designed. If a program model is implemented differently from the original design, this could have an impact on the studied outcomes. Similarly, implementation research can help measure how well a program model has been adapted to local conditions, and whether the conditions have affected implementation to such an extent that outcomes might be skewed.

Examples of Coordinated Uses of Implementation and Impact Studies

Over the past few decades, implementation research has become a major vehicle for policy analysis. In the first generation of implementation studies, researchers focused primarily on whether the results of a given policy were consistent with expectations. In the second generation, they focused on variations in the response of individuals and institutions. The latest generation of implementation research has focused on what instruments can be used during implementation to achieve the desired effects. For example, researchers have begun to explore the different effects of such policy levers as mandates and inducements and why policymakers use them (McDonnell & Elmore, 1987; Odden, 1991).

Implementation research has become especially important in the context of impact evaluation. This became apparent to researchers and policymakers in the 1970s when many large-scale studies of the impact of Federal educational programs were first undertaken. One notable example is the national evaluation of Follow Through, which reported findings about such educational approaches as open classroom models or models that emphasized the acquisition of basic skills or thinking skills (Stebbins, St. Pierre, Proper, Anderson, & Cerva, 1977). The Follow Through evaluation could not explain very much about how or why the results occurred. Researchers later realized that the study could not provide such explanations because each model was implemented in up to 20 different sites, and no information had been gathered on whether the programs had been implemented uniformly or if the model as implemented matched the program design. This made it impossible for evaluators to determine how or why the results occurred.

As a result of these and similar research experiences, proponents of randomized impact studies began to recognize the need for understanding how programs were implemented. This realization led, in the 1980s and 1990s, to more common coordination between implementation and impact studies.

At least half a dozen examples can be offered on possible uses of implementation data in evaluations of program impact. They include instances in which evaluators are interested in: (1) describing programs, (2) changing programs through mandates, (3) expanding programs because of successful pilots, (4) explaining observed outcomes, (5) helping to identify plausible rival hypotheses for observed program impacts, and (6) testing hypotheses about which program features work.

Describing Programs. Data on how programs are implemented are valuable for providing straightforward descriptive information. Such data help policy analysts understand how a program is operating and the variations in how it is implemented in different settings. For example, in a national evaluation of the Even Start Family Literacy Program in 1995 and 1998, descriptions of provided services and the characteristics of participating families and the services the families received helped program officials understand how the program operated at the local level (St. Pierre, Swartz, Gamse, Murray, & Deck, 1995; Tao, Gamse, & Tarr, 1998). Ultimately, this information allowed officials to understand program deficiencies.

Changing Programs Through Mandates. When legislative mandates require new program responsibilities in existing programs, implementation and impact data can help evaluators sort out the effects of the mandates. Evaluators might be interested, for example, in knowing whether the new legislative mandates stretched the capacity of an existing program by adding responsibilities that outstrip resources. The implementation study can reveal important descriptive information, while the impact study can determine if the innovations worked. For example, the reauthorization of IDEA in 1997 made a number of changes to the original law, including a greater focus on higher expectations and improved achievement for children with disabilities. Thus, the original goal of IDEA—ensure access to education for children with disabilities—was expanded to include achieving academic excellence (Kaufman & Lewis, 1999).

Expanding Programs Because of Successful Pilots. Researchers are sometimes interested in the relationship between the extent of implementation and outcomes. For example, when a model program has successful results, planners are often interested in expanding the program to other sites. Researchers can create surveys to measure important indicators of the model program and then use the surveys to determine if the indicators are present in the replicated programs. Such information was very useful when researchers studied replication of James Comer's School Development Program. Millsap and colleagues (2000) found that better program-level implementation was associated with greater student-level outcomes. Fidelity to a program's original design can also be used to predict program outcomes.

Explaining Observed Outcomes. Implementation data can be useful in explaining observed outcomes. *How* a program is implemented can explain *why* the outcomes were positive or not. Researchers (Goodson, Layzer, St. Pierre, Bernstein, & Lopez, 2000) who evaluated the Comprehensive Child Development Program, authorized by Congress in 1988 and administered initially by Health and Human Services, determined that the program was ineffective at meeting any of its goals of enhancing children's school readiness and parents' economic self-sufficiency. Was the problem the program's implementation or the underlying theory of the program? The study revealed that it was implemented as planned but that the underlying logic of the program was flawed.

Helping To Identify Plausible Rival Hypotheses for Observed Program Impacts. Implementation data can be used to identify or discount plausible rival hypotheses for observed impacts. Researchers need to be able to say if a program actually caused the observed effects or if some other unaccounted for intervention caused the results. Even in an experimental design, possible problems can lead to improper conclusions, including poor implementation or minimal participation of the experimental group. Implementation data on the program being studied and on the evaluation being conducted can help sort out these issues.

Testing Hypotheses About Which Program Features Work. Implementation data can help policymakers construct hypotheses about which features lead to positive outcomes. Beyond knowing if something works, researchers want to learn how well it works, for whom it works best, the circumstances under which it works best, and the program components that are most helpful. These answers are often forthcoming when implementation studies are combined with impact studies. For example, the Even Start evaluation used implementation data to determine the extent to which outcomes are related to the intensity of services provided (St. Pierre et al., 1995).

Implications for SLIIDEA

SLIIDEA follows the model of an implementation study in the context of an impact evaluation; its charge is to understand both the implementation and impact of policy changes made in the IDEA Amendments of 1997 at State, district, and school levels.

Therefore, the study is gathering data that are descriptive, evaluative, and interpretive (i.e., implementation data) and is using the data to draw conclusions about expected variations in how States and localities have implemented policies and practices to achieve their legislative goals.

It is expected that the study will show evidence that States and localities have to various degrees addressed issues such as service coordination, accountability systems, and procedural safeguards needed to achieve the goals of the law. Because of the existence of these indicators, it is also expected that the study will reveal evidence of short-term outcomes, or impact, over the next 5 years. Examples of impact might include (at State, district, and school levels) increased use of accountability systems, better transition services and results, fewer dropouts, greater family involvement, and increased use of positive behavioral supports in schools. It is also possible that the collective impact of these short-term outcomes will lead to longer term outcomes: better academic performance and increased access to postsecondary opportunities.

Hypotheses

SLIIDEA is currently examining the hypothesis that there is variation in implementation across sites and across time (McLaughlin, 1987; Moore, Goertz, & Hartle, 1983; Stearns, Greene, & David, 1980). Congress established requirements in the IDEA Amendments of 1997 but did not prescribe how they would be accomplished. One requirement of the legislation, for example, was that children with disabilities would participate in statewide assessments, but Congress did not specify what accommodations these students should receive, leaving local decisions to States and districts.

But Federal programs are typically administered by State agencies with their own priorities and mandates. In special education, the leadership in, history of, and priorities for educating children with disabilities have proven to be important factors in how laws are implemented (Hasazi, Furney, & DeStefano, 1997; Stearns et al., 1980; Weatherly & Lipsky, 1977). At the next level—the district and school level—Federal and State priorities are translated again, with variations that depend on resources, capacity, and demographics (Singer, Butler, Palfrey, & Walker, 1986).

In general education, this dynamic plays out, for example, in accountability. Nearly every State has implemented standards-based systems that now hold schools accountable to external standards and scrutiny. The movement is national, but implementation varies from State to State and district to district. Within each district, implementation varies from one school to the next according to the culture, skills, knowledge, and expertise of the school (Elmore, 2001). Understanding school response to accountability standards must take into account the initial position of the school relative to the policy; the internal conditions already present, including organizational structures, internal accountability systems, and collective expectations; and the strategic choices and actions of those within it (Siskin, 2001).

Similarly, State action on school governance issues can have a profound impact, both intended and unintended, on the district. In Illinois, for example, State mandates on the creation, composition, and powers of school improvement councils have had a huge influence on how Chicago public schools operate. In particular, the councils were empowered to hire or fire principals. These powers, in combination with new regulations on tenure and school performance mandates, led to massive turnover of principals in the mid- to late 1990s. To recoup and adjust to the new environment, the Chicago principals union initiated some of the most progressive professional development programs in the country for its membership. This is a clear example of how State policy can influence local implementation and practice in ways that nobody could have predicted (Cohen & Thompson, 2001).

In special education, evidence of State policy influencing local implementation and promising practices is more fragmented or unavailable. This study is helping to capture such information as described below. The first step in this process was the administration of a survey to all 50 States and the District of Columbia ($N = 51$), a nationally representative sample of districts and a nationally representative sample of schools within the sampled districts.

State Policy Instruments

Policymakers have a range of instruments available to them to accomplish their goals. Analysts have identified them as fitting into the following classification scheme: mandates, inducements, capacity-building, and system-changing (McDonnell & Elmore, 1987). The SLIIDEA data are identifying certain policy instruments that States may use to influence special education activities at the local level. They include mandates such as legislation, written requirements, or guidance and inducements such as incentives, rewards, sanctions, technical assistance, financial assistance, and accountability through public reporting.

The information gathered thus far from the survey shows the following patterns in the States:

Student Assessments

- Forty-three States provide some combination of technical and financial assistance to districts and schools where students do poorly on achievement tests. Twenty-six of these States offer some combination of technical and financial assistance focusing on students with disabilities. None of the States provides financial assistance only.

- Thirty-one States reward or sanction schools or districts on the basis of students' academic performance on achievement tests. Six of these States do not consider the results of students using accommodations when determining eligibility for rewards or sanctions, and one other State considers separately the test results of students who take tests with accommodations.

Dropout Rates

- Thirty-five States issue reports on dropout rates. Nine of them report separately on the rates of students with disabilities.

- Twelve States reward or sanction schools on the basis of graduation or dropout rates. Only one does not consider the rates of students with disabilities when determining these rewards or sanctions.

- Thirty-three States provide some combination of technical and financial assistance to districts or schools with high dropout rates or low graduation rates. Twenty-eight of these States focus some combination of financial and technical assistance on schools serving students with disabilities. None of the States provides financial assistance only.

Parental Supports

- Twenty-seven States regularly evaluate parent/guardian satisfaction with special education services. Fourteen of the States report these results by district.

- Fifty States offer workshops for district personnel on IDEA regulations as they pertain to parent involvement.

- Forty-seven States offer workshops for district personnel on ways to involve parents/guardians in the individualized education program (IEP) process.

- Sixteen States provide districts with funds for such services as transportation and babysitting to encourage parental participation in IEP meetings.

In addition to describing the policy instruments that States are using, the study is examining whether the use of these instruments affects policies and practices at the district and school levels. An examination of the data also could lead to the generation of another hypothesis that might show, for example, that during early implementation, States use technical/financial assistance as the strategy of choice for supporting district policies that benefit children and youth with disabilities, while States might decrease or withdraw such assistance once implementation has been underway for 3 or 4 years. Consequently, the study is examining States' use of policy instruments at different points in time.

Conclusion

During the past two decades, implementation research has become a major vehicle in evaluating the effectiveness of public policy, especially in the context of impact evaluation. Among other things, implementation research, when combined with impact evaluation has helped policy analysts clarify program effects, explain observed outcomes, test hypotheses and identify plausible rival hypotheses.

The SLIIDEA study includes both implementation and impact components; its charge is to describe the implementation in order to understand the impact of the IDEA Amendments of 1997. It is gathering data that are descriptive, evaluative, and interpretive and is using such data to draw conclusions about hypothesized variations in how States and localities have implemented the law to achieve its goals.

The research is guided by the questions Congress generated about how students are being served and by research questions drafted for the study. The inquiry is expected to show indicators of implementation at State, district, and school levels. These indicators are likely to be associated with the outcomes, as defined by the congressional questions.

Collection of data has already begun. All 50 States and the District of Columbia have been surveyed, along with representative numbers of districts and schools within the districts to ensure generalizability to the nation's districts and schools. Two hypotheses have been generated. The first is that there is variation in implementation across sites and across time. The second is that Federal and State policy can direct and shape a program or initiative through mandates and provisions but that forces at the local level determine how the program is implemented. After reviewing the policy instruments that States have put in place to accomplish their goals, a third hypothesis may emerge suggesting, for example, that during early implementation States use technical and financial assistance as the strategy of choice for supporting district policies that benefit children with disabilities.

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IV. POLICIES

State Improvement and Monitoring

The Comprehensive Planning Process for the IDEA Part D National Activities Program: Challenge and Opportunity

The Office of Special Education Programs' National Assessment Program

State Improvement and Monitoring

The Office of Special Education Programs (OSEP) has designed its Continuous Improvement Monitoring Process to support the central themes of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997: improved results for children with disabilities, parent involvement, and accountability.[1] OSEP has been working with States, parents, and other advocates to shape OSEP's accountability work in a way that drives and supports improved results for infants, toddlers, children, and youth with disabilities without sacrificing any effectiveness in ensuring that the individual rights of children with disabilities and their families are protected.

OSEP has designed and implemented its Continuous Improvement Monitoring Process around the following critical themes:

Continuity. An effective accountability system must be continuous rather than episodic, it must be clearly linked to systemic change, and it must integrate self-assessment and continuous feedback and response.

Partnership with Stakeholders. OSEP must partner with parents, students, State and local educational agencies, and other Federal agencies in a collaborative process that includes stakeholders at every juncture. The process should include setting of goals and benchmarks; collection and analysis of self-assessment data; identification of critical issues and solutions to problems; and development, implementation, and oversight of improvement strategies to ensure compliance and improved results for children and youth with disabilities.

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[1] In the IDEA Amendments of 1997, Congress clearly defined the purposes of IDEA:

(1) (A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living; (B) to ensure that the rights of children with disabilities and parents of such children are protected; and (C) to assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;

(2) to assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;

(3) to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting systemic-change activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and

(4) to assess, and ensure the effectiveness of, efforts to educate children with disabilities (§601(d)).

State Accountability. States must assume accountability for measuring and reporting progress, identifying weaknesses, and identifying and implementing strategies for improvement.

Self-Assessment. Each State must work with stakeholders to design and implement an ongoing self-assessment process that is focused on improving results for children and youth with disabilities and that facilitates continuous feedback and use of information to support continuous improvement. OSEP will periodically visit programs in the State to verify the self-assessment.

Data-Driven. The continuous improvement monitoring process in each State must be driven by data that focus on improved results for children and youth with disabilities. Each State collects and uses data on an ongoing basis, aligned with the State's performance goals and indicators and with regular OSEP review. States and OSEP will compare data across States, school districts, and early intervention service providers to identify needs and strategies for improvement. Some of the available data which can be critical to the self-assessment and validation process include those regarding graduation and dropout rates, performance of students with disabilities on state- and districtwide assessments, rates at which children with disabilities are suspended and/or expelled from school, and identification and placement of students from racial/ethnic minority backgrounds.

Public Process. It is important that the self-assessment and monitoring process be public and that self-assessment results, monitoring reports, and improvement plans be broadly disseminated.

Technical Assistance. Because the focus of the monitoring process is on continuous improvement, technical assistance is a critical component. OSEP therefore prioritizes the provision of such assistance as a component of its onsite work in each State. OSEP encourages States to include a technical assistance plan as part of their correction/improvement plan and to utilize the Regional Resource Centers (RRCs) and the National Early Childhood Technical Assistance System (NECTAS) to provide and broker technical assistance throughout the continuous improvement process. The identification and dissemination of promising practices are critical components of effective technical assistance.

Evidence of Change That Improves Results for Children with Disabilities and Their Families. To be effective, the monitoring process must result in documented evidence of change that improves results for children with disabilities and their families, rather than just evidence of changes in State or local policies and documents.

The continuous improvement monitoring cycle is ongoing and consists of the following phases:

Self-Assessment. The State works with a steering committee of stakeholders with diverse perspectives to develop and implement a self-assessment to evaluate the State's effectiveness in achieving compliance and in improving results for children and youth with disabilities and their families.

Validation Planning. The steering committee, made up of representatives of stakeholder groups and selected by the State educational agency (SEA) and lead agency, works with OSEP staff to plan strategies for validating the self-assessment results, including, if appropriate, onsite collection of data by OSEP. The validation planning stage includes meetings conducted by the SEA to obtain focused public input, review the self-assessment, and develop a monitoring plan, which can include offsite and/or onsite strategies.

Validation Data Collection. During this phase, OSEP collects validation data, presents those data to the steering committee in a structured exit conference, and works with the steering committee to plan the reporting and public awareness processes. OSEP's data collection may include data collection at both the State and local levels.

Improvement Planning. Based upon the self-assessment and validation results, the steering committee develops an improvement plan that addresses both compliance and improvement of results for children and youth with disabilities. The plan includes timelines, benchmarks, and verification of improvement. OSEP encourages States to include their RRC and/or NECTAS in developing the improvement plan, in order to facilitate the effective inclusion of technical assistance in both planning and implementation of the improvement plan.

Implementation of Improvement Strategies. The State implements and evaluates the effectiveness of the improvement plan.

Verification and Consequences. Based upon documentation that it receives from the State and steering committee, OSEP verifies effectiveness of the actions taken in implementing the improvement plan. As explained above, evidence of change that improves results for children with disabilities is critical. Where the State has been effective in achieving verifiable improvement, positive consequences may include public recognition. If a State does not implement the improvement plan or if implementation is not effective, OSEP may need to impose sanctions. These could include OSEP's prescription of improvement actions, special conditions on grant awards, a compliance agreement, or withholding of funds.

Review and Revision of Self-Assessment. Based on the results of the previous improvement planning cycle, the State reviews the self-assessment and revises it as appropriate.

OSEP customizes its Continuous Improvement Monitoring Process to meet the needs of each State. OSEP uses data from each State's self-assessment, together with other available data (including, for example, past monitoring findings, data that States submit under Section 618 of IDEA, annual Part C and biannual Part B performance reports) to determine the kind and intensity of OSEP intervention that is appropriate for that State. In States where there is evidence of substantial compliance with IDEA requirements and/or evidence that the State has self-identified areas in which improvement is needed and strategies to ensure such improvement, OSEP's focus is on the identification and implementation of promising practices and on working with the State to ensure that the improvement strategies are effective. In States that do not effectively identify areas of noncompliance and other areas needing improvement, OSEP may need to collect substantial data to determine the level of compliance in the State and the areas in which improvement is needed. In States that are not demonstrating compliance, OSEP works with the State to develop improvement strategies. States that fail to correct identified deficiencies may be subject to enforcement actions such as prescription of improvement actions, special conditions on grant awards, a compliance agreement, or withholding of funds.

OSEP has focused its Continuous Improvement Monitoring Process on those areas that are most closely associated with positive results for children with disabilities. To help OSEP and States focus on those areas throughout the process, OSEP has created "cluster charts" that organize IDEA requirements into the following nine clusters:

For Part C (services for children ages birth through 2):

- General Supervision,
- Child Find and Public Awareness,
- Early Intervention Services in Natural Environments,
- Family-Centered Systems of Services, and
- Early Childhood Transition.

For Part B (services for children ages 3 through 21):

- Parent Involvement,
- Free Appropriate Public Education in the Least Restrictive Environment,
- Secondary Transition, and

- General Supervision.

The self-assessment and monitoring process incorporates use of the cluster areas through the following steps:

- Identifying indicators for measuring progress in the implementation of IDEA,
- Identifying potential data sources and gathering data pertinent to the indicators,
- Analyzing the data to determine the positive and negative differences between the indicators as stated and their status, and
- Identifying promising practices and developing improvement and maintenance strategies.

During the summer of 2000, OSEP conducted self-assessment institutes in Chicago and Salt Lake City. States brought teams that represented both the Part B and Part C systems to these institutes. The institutes focused on how States can use their steering committees to make data-based decisions regarding the State's strengths and weaknesses and to design needed improvement strategies. OSEP will conduct institutes in Atlanta and Seattle during the summer of 2001 to improve planning and continue the dialogue on self-assessment.

As shown in table IV-1, OSEP conducted six reviews during the 1999-2000 school year and three additional reviews during the first half of the 2000-01 school year. In addition, in 1999-2000 OSEP made a visit to Illinois for Part B focus and Part C follow up and two corrective action follow-up visits to California.[2]

OSEP's monitoring reports are, like the self-assessment, validation planning and data collection processes, focused around the five Part C and four Part B clusters described above. The following is a summary of the strengths and areas of noncompliance that OSEP has identified through its monitoring reviews.

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[2] Monitoring reports are available online at http://www.ed.gov/offices/OSERS/OSEP or by writing to the OSEP Director at the Department of Education.

Table IV-1
Schedule of 1999-2000 and 2000-2001 Continuous Improvement Monitoring Reviews

Illinois	Florida
September 1999 (Part B focus/C follow-up)	December 1999/February 2000
Ohio	New Jersey
August/October 1999	February/September 2000
Maryland	Pennsylvania
September/October 1999	March/October 2000
Louisiana	California
November 1999/February 2000	January/April 2000/January 2001 (CAP visits)
Colorado	Hawaii
November 1999/January 2000	October 2000/February 2001

Source: U.S. Department of Education, Office of Special Education Programs, Division of Monitoring and State Improvement Planning.

The information from monitoring reports presented below represents information from 11 monitoring reports issued between September 1999 and October 2000. For a strength or problem to be cited below, it was noted as present in close to half or more of these monitoring reports. OSEP views the areas discussed below to be critical areas in ensuring improved results for children with disabilities, therefore any strengths or problems in these areas are noteworthy.

Part C: General Supervision and Administration

The State lead agency is responsible for developing and maintaining a statewide, comprehensive, coordinated, multidisciplinary, interagency early intervention system. Administration, supervision, and monitoring of the early intervention system are essential to ensure that each eligible child and family receives the services needed to enhance the development of infants and toddlers with disabilities and to minimize their risk for developmental delay. Early intervention services are provided by a wide variety of public and private entities. Through supervision and monitoring, the State ensures that all agencies and individuals providing early intervention services meet the requirements of IDEA, whether or not they receive funds under Part C.

While each State must meet its general supervisory and administrative responsibilities, the State may determine how that will be accomplished. Mechanisms such as interagency agreements and/or contracts with other State-level or private agencies can serve as the vehicle for the lead agency's implementation of its monitoring responsibilities. The State's role in supervision and monitoring includes: (1) identifying areas in which implementation does not comply with Federal requirements; (2) providing assistance in correcting identified problems; and (3) as needed, using enforcing mechanisms to ensure correction of identified problems.

Many of the States that OSEP has monitored during the past 3 years do not yet have effective systems for identifying and correcting noncompliance with Part C requirements. Although most of these States provide ongoing technical assistance to early intervention service providers and agencies that coordinate these services at the local level, they do not have a systematic way to determine the extent to which all of the agencies and individuals that help the State implement its Part C system are actually complying with Part C requirements regarding, for example, public awareness, timely and effective child find, evaluation and assessment, service coordination, individualized determination of child and family needs, and provision of services in natural environments.

There is wide variation in how far States have progressed in developing an effective monitoring system. Some States have not yet conducted a systematic monitoring and evaluation of their Part C program. Other States that have conducted monitoring activities have not included important components of Part C, such as monitoring for natural environments and family-centered practices; ensuring that eligible children and families are receiving all needed services, timely evaluation and assessment activities, and individualized family service plan (IFSP) development; ensuring distribution of public awareness materials by primary referral sources; and a variety of other aspects of Part C requirements. States that identify noncompliance issues frequently have ineffective improvement actions or enforcement strategies, and the noncompliance therefore persists. Some States do not yet have procedures in place to monitor all programs and activities used to carry out Part C, including other State agencies and agencies that do not receive Part C funds.

Some States exhibited particular strengths in how they work with their State Interagency Coordinating Councils, how they collect and use data regarding the effectiveness of the Part C system, and in other areas, such as providing technical assistance to support early intervention service delivery.

Part C: Child Find/Public Awareness

The needs of infants and toddlers with disabilities and their families are generally met through a variety of agencies. However, prior to the enactment of Part C of IDEA, there was little coordination or collaboration for service provision, and many families had difficulty locating and obtaining needed services. Searching for resources placed a great strain on families. With the passage of Part C in 1986, Congress sought to ensure that all children needing services would be identified, evaluated, and served, especially those children who are typically underrepresented (e.g., minority, low-income, inner-city, American Indian, and rural populations), through an interagency, coordinated, multidisciplinary system of early intervention services.

Each State's early intervention system must include collaborative child find and public awareness activities that are coordinated with all other child find efforts in the State. Part C recognizes the need for early referral and short timelines for evaluation because development occurs at a more rapid rate during the first 3 years of life than at any other age. Research in early brain development has demonstrated what early interventionists have known for years—that children begin to learn and develop from the moment of birth. Therefore, the facilitation of early learning and the provision of timely early intervention services to infants and toddlers with disabilities are critical.

A number of States that OSEP has visited in the past 3 years have weaknesses in their systems for public awareness and child find. Some States have not yet found an effective way to ensure that physicians and other primary referral sources make timely referrals to the Part C system. Some have not been effective in ensuring that the system locates, identifies, evaluates and serves infants and toddlers with disabilities in isolated parts of the State or those from minority or non-English speaking families. A number of States cannot complete a comprehensive evaluation and assessment within Part C timelines and therefore either develop an IFSP before completing the evaluation and assessment or delay the development of the IFSP (and therefore the provision of services) beyond the Part C timeline.

OSEP also found strengths in some States that have developed very effective public awareness and outreach systems that ensure the timely identification of infants and toddlers with disabilities and their families and provision of early intervention services to them.

Part C: Early Intervention in Natural Environments

In creating the Part C legislation, Congress recognized the urgent need to ensure that all infants and toddlers with disabilities and their families receive early intervention services according to their individual needs. Three of the principles on which Part C was enacted include: (1) enhancing the child's developmental potential, (2) enhancing the capacity of families to meet the needs of their infant or toddler with disabilities, and (3) improving and expanding existing early intervention services being provided to children with disabilities and their families.

To assist families in this process, Congress also required that each family be provided with a service coordinator to act as a single point of contact for the family. The service coordinator ensures that the rights of children and families are protected, arranges for assessments and IFSP meetings, and facilitates the provision of needed services. The service coordinator coordinates required early intervention services as well as medical and other services that the child and the child's family may need. With a single point of contact, families are relieved of the burden of searching for essential services, negotiating with multiple agencies, and trying to coordinate their own services.

Part C requires the development and implementation of an IFSP for each eligible child. The evaluation, assessment, and IFSP process are designed to ensure that appropriate evaluation and assessments of the unique needs of the child and of the family related to enhancing the development of their child are conducted in a timely manner. Parents are active members of the IFSP multidisciplinary team. The team must take into consideration all the information obtained through the evaluation and child and family assessments in determining the appropriate services needed to meet needs.

The IFSP must also include a statement of the natural environments in which early intervention services will be provided for the child. Children with disabilities should receive services in community settings and other places where normally developing children would be found, so that they will not be denied opportunities to be included in all aspects of our society. In 1991, Congress required that early intervention services be provided in natural environments. This mandate was further reinforced by the addition of a new requirement in 1997 that early intervention can occur in a setting other than a natural environment only when early intervention cannot be achieved satisfactorily for the infant or toddler in a natural environment. In the event that early intervention cannot be satisfactorily achieved in a natural environment, the IFSP must include a justification of the extent to which the services will not be provided in a natural environment.

In the past 3 years, OSEP has found in several States that many families do not receive required service coordination, that IFSPs do not include all of the early intervention services that infants and toddlers with disabilities and their families need, that not all services in IFSPs are provided, and that some children do not receive services in natural environments. The lack of effective service coordination results in denial of needed early intervention services and is often the result of insufficient training and/or excessive caseloads.

Part C: Family-Centered Services

Research has shown that improved outcomes for young children are most likely to occur when services are based on the premise that parents or primary caregivers are the most important factors influencing a child's development. Family-centered practices are those in which families are involved in all aspects of the decisionmaking, families' culture and values are respected, and families are provided with accurate and sufficient information to be able to make informed decisions. A family-centered approach keeps the focus on the developmental needs of the child while including family concerns and needs in the decisionmaking process. Family-centered practices include establishing trust and rapport with families and helping families develop skills to best meet their child's needs.

Parents and other family members are recognized as the lynchpins of Part C. As such, States must include parents as an integral part of decisionmaking and service provision, from assessments through development of the IFSP, to transition activities before their child turns 3. Parents bring a wealth of knowledge about their own child's and family's abilities and dreams for the future, as well as an understanding of the community in which they live.

In 1986, Part C of IDEA was recognized as the first Federal legislation to specifically focus attention on the needs of the family related to enhancing the development of children with disabilities. In enacting Part C, Congress acknowledged the need to support families and enhance their capacity to meet the needs of their infants and toddlers with disabilities. On the cutting edge of education legislation, Part C challenged systems of care to focus on the family as the unit of services, rather than the child. Viewing the child in the context of her/his family and the family in the context of its community, Congress created certain challenges for States as they designed and implemented a family-centered system of services.

OSEP found that States used a variety of methods to ensure and enhance family participation in the provision of early intervention services for infants and toddlers. Several states have organized and systematized programs for parent involvement, including local family liaisons, parent-to-parent support networks, programs to assist parents in navigating the system, and a program to train parents to be advocates and to participate on local and State government committees. In these States, parents assist in the development of training materials and public awareness materials. The State Interagency Coordinating Council moves its meetings to various locations around the State to allow more parents to attend and participate in the activities of the Council. These States also provide information in family friendly language and in a variety of dialects to assist families to be able to participate.

Part C: Early Childhood Transition

Congress included provisions to ensure that preschool or other appropriate services would be provided to eligible children leaving early intervention at age 3. Transition is a multifaceted process to prepare the child and the child's family to leave early intervention services. Congress recognized the importance of coordination and cooperation between the educational agency and the early intervention system by requiring that a specific set of activities occur as part of a transition plan. Transition activities typically include: (1) identification of steps to be taken to prepare the child for changes in service delivery and to help the child adjust to a new setting, (2) preparation of the family (i.e., discussions, training, visitations), and (3) determination of other programs and services for which a child might be eligible. Transition planning for children who may be eligible for Part B preschool services must include scheduling a meeting, with approval of the family, among the lead agency, the educational agency, and the family at least 90 days (with parental permission up to 6 months) prior to the child's third birthday. Transition of children who are not eligible for special education also includes making reasonable efforts to convene a meeting to assist families in obtaining other appropriate community-based services. For all Part C children, States must review the child's program options for the period from the child's third birthday through the remainder of the school year and must establish a transition plan.

In the past 3 years, OSEP has found that the States' Part C systems and school districts do not work effectively together to ensure that toddlers with disabilities receive the preschool special education or other services they need when they exit the Part C system at age 3. The IFSPs in some of these States do not include steps to support the child's transition, and some do not convene the required meeting to address transition and/or invite the school district to the meeting.

OSEP found strengths in some States that have gone beyond the Part C requirements to develop especially strong linkages between parents, the Part C system, and school districts to support smooth and effective transition.

Part B: Parent Involvement

A purpose of the IDEA Amendments of 1997 is to expand and promote opportunities for parents and school personnel to work in new partnerships at the State and local levels. Parents must now have an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of their child and the provision of a free appropriate public education to their child. Parental involvement has long been recognized as an important indicator of a school's success, and parent involvement has positive effects on children's attitudes and social behavior. Partnerships positively affect achievement, improve parents' attitudes toward the school, and benefit school personnel as well.

With the enactment of the IDEA Amendments of 1997, OSEP's work in shaping its accountability in a way that drives and supports improved results for infants, toddlers, children, and youth with disabilities intensified. In order to ensure compliance with the amendments, which support positive results for people with disabilities, OSEP designed a multifaceted process. Among the Part B requirements that provide the strongest links to improved educational results for students with disabilities are those addressing the participation of parents and students and general and special education personnel in the development and implementation of educational programs for children with disabilities. One of the four major areas in which Part B requirements are clustered for children ages 3 through 21 is parent involvement.

In the past 3 years, OSEP has found that some States do not ensure that parents are part of the group that determines eligibility or the group that reviews existing data as part of the evaluation process.

Some States have shown strengths in providing especially effective training for parents, including joint training that includes both parents and educators.

Part B: Free Appropriate Public Education in the Least Restrictive Environment

The provision of a free appropriate public education in the least restrictive environment is the foundation of IDEA. The provisions of the statute and regulations (evaluation, individualized education program (IEP), parent and student involvement, transition, participation in large-scale assessment, eligibility and placement decisions, service provision, etc.) exist to achieve this single purpose. It means that children with disabilities receive educational services at no cost to their parents and that the services provided meet their unique learning needs. These services are provided, to the maximum extent appropriate, with children who do not have disabilities and, unless their IEP requires some other arrangement, in the school they would attend if they did not have a disability. Any removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The reports of the Senate Committee on Labor and Human Resources and the House of Representatives Committee on Education and the Workforce for the 1997 amendments emphasized that too many students with disabilities are failing courses and dropping out of school. Those reports noted that almost twice as many children with disabilities drop out as compared to children without disabilities. They expressed a further concern about the continued inappropriate placement of children from minority backgrounds and children with limited English proficiency in special education. The committees stated their intention that "once a child has been identified as being eligible for special education, the connection between special education and related services and the child's opportunity to experience and benefit from the general curriculum should be strengthened. The majority of children identified as eligible for special education and related services are capable of participating in the general curriculum to varying degrees with some adaptations and modifications. This provision is intended to ensure that children's special education and related services are in addition to and are affected by the general curriculum, not separate from it."

In the past 3 years, OSEP has found that although the percentage of children with disabilities placed in less restrictive settings has generally increased, least restrictive environment findings persist in a number of States. While some States have moved many students who were previously served in separate schools for children with disabilities to regular school campuses, receiving special education in a regular education classroom without removal is still not an option considered for many children with disabilities. Often, personnel are not available to provide the supplementary aids and services that children with disabilities need to succeed in regular education classrooms.

In many States, positive behavioral supports, including psychological counseling, are not available to meet the needs of children with emotional or behavioral disabilities. As a result, many of these children are unnecessarily removed from the regular education classroom, are suspended or expelled, or drop out before completing the requirements for a diploma.

Because of personnel shortages, in a number of States either IEP teams do not include all needed related services in students' IEPs, or students do not receive all of the related services in their IEPs.

Some States have, however, shown strengths in providing ambitious and effective training about best practices in inclusion or positive behavioral supports.

Part B: Secondary Transition

The National Longitudinal Transition Study found that the rate of competitive employment for youth with disabilities out of school for 3 to 5 years was 57 percent, compared to an employment rate of 60 percent for youth in the general population. The study identified several factors that were associated with postschool success in obtaining employment and earning higher wages for youth with disabilities. These include completing high school, spending more time in regular education, and taking vocational education in secondary school. The study also shows that postschool success is associated with youths who had a transition plan in high school that specified an outcome, such as employment, as a goal. The secondary transition requirements of IDEA focus on the active involvement of students in transition planning, consideration of student's preferences and interests by the IEP team, and the reflection, in the IEP, of a coordinated set of activities within an outcome-oriented process which promotes movement from school to postschool activities. Through parent and student involvement, along with the involvement of all agencies that can provide transition services, student needs can be appropriately identified and services provided that best meet those needs.

In the past 3 years, OSEP has found that noncompliance regarding transition requirements persists in many States. Although more IEPs for students age 16 or older now include some transition content, the statements of needed transition services in those IEPs do not meet Part B requirements. In many such IEPs, there is no evidence of a coordinated set of activities, designed within an outcome-oriented process, that promotes movement from school to postschool activities.

Some States showed especially effective coordination with other State agencies, partnerships with industry and school-to-work initiatives, the establishment of State Transition Coordinating Councils and Transition Task Forces to address transition from secondary to postsecondary education, grants to expand self-advocacy, and other exemplary system supports for effective transition.

Part B: General Supervision

IDEA assigns responsibility to SEAs for ensuring that its requirements are met and that all educational programs for children with disabilities, including all such programs administered by any other State or local agency, are under the general supervision of individuals in the State who are responsible for educational programs for children with disabilities and that these programs meet the educational standards of the SEA. State support and involvement at the local level are critical to the successful implementation of the provisions of IDEA. To carry out their responsibilities, States provide dispute resolution mechanisms (mediation, complaint resolution, and due process), monitor the implementation of Federal and State statutes and regulations, establish standards for personnel development and certification as well as educational programs, and provide technical assistance and training across the State. Effective general supervision promotes positive student outcomes by promoting appropriate educational services to children with disabilities, ensuring the successful and timely correction of identified deficiencies, and providing personnel who work with children with disabilities the knowledge, skills, and abilities necessary to carry out their assigned responsibilities.

OSEP found in the past 3 years that many States still do not have effective systems for identifying noncompliance, or, when they do identify noncompliance, they do not implement effective follow-up or enforcement strategies to ensure that the public agencies correct the noncompliance. These failures allow the noncompliance discussed above regarding parent involvement, the provision of a free appropriate public education in the least restrictive environment, and transition to persist.

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The Comprehensive Planning Process for the IDEA Part D National Activities Program: Challenge and Opportunity

The United States Congress presented the Office of Special Education Programs (OSEP) with both a challenge and an opportunity in 1997 when it expanded the strategic planning requirements for Part D of the Individuals with Disabilities Education Act (IDEA). Part D authorizes vital national work in research and development, personnel preparation, technical assistance, information dissemination, studies and evaluations, systems change, parent training and information, technology and media services, and program improvement. The purpose of this work is to enhance the provision of special and regular education and related services to children with disabilities under Parts B and C of IDEA. Congress viewed it as essential that activities sponsored under the IDEA Part D National Activities Program support State, district, community, and parent capacity to implement fully and effectively Parts B and C of IDEA by developing an infrastructure that links useful research to practice. Congress also directed that activities funded under Part D be based on a comprehensive plan developed in collaboration with individuals with disabilities, parents of children with disabilities, professionals, and representatives of State and local educational agencies, institutions of higher education, and disability advocacy organizations to reflect their issues and needs. OSEP, as the Federal agency that administers IDEA, was charged with coordinating the plan's development and implementation.

The IDEA Part D National Activities Program Comprehensive Planning Process

OSEP has a long history of involving stakeholders in planning, having engaged individuals with disabilities and professionals from the field in developing programmatic agenda for most of the nine discretionary programs folded into Part D of IDEA. OSEP designed a planning process that:

- Solicits direct input on the plan from large numbers of individuals with disabilities, parents, family members, and professionals in communities across the country;

- Extends OSEP's collegial relationships with the education community, particularly individuals and organizations who carry out Part D activities, while bolstering the community's confidence in OSEP as an agency that responds to consumers' issues and needs;

- Produces a National Activities Program plan that reflects consumers' most pressing issues and needs, extends the knowledge base through useful research, improves the translation of research findings to practice, and makes real long-term contributions to improving the lives of children with disabilities and their families; and

- Gives OSEP effective new ways to work with consumers and stakeholders throughout the plan's implementation to share progress and make mid-course corrections as new issues and needs arise.

OSEP conducted long-term planning sessions with staff, gathering information about the lessons learned from prior planning efforts and recommendations for the new process. OSEP officials asked similar questions in meetings with members of key consumer groups. OSEP also commissioned an examination of model strategic planning efforts conducted in the public and private sectors to find effective mechanisms relevant to the Part D process.

The result is a three-part process that improves previous efforts to involve the broad education community. The process incorporates collaboration with regular education and other Federal offices and agencies as well as direct input from grassroots consumers at the family, school, community, and State levels. Parts of the planning process overlap in implementation and include: (1) soliciting the opinions of key consumers of Part D activities on how to improve results for children with disabilities and their families, (2) soliciting expert opinions on the key issues associated with consumers' priorities and how the Part D National Activities Program might respond, and (3) combining the results of (1) and (2) with other relevant planning information into a comprehensive National Activities Program plan.

Part One: Soliciting the Opinions of Key Part D National Activities Program Consumers

While a variety of public and private nonprofit organizations carry out National Program activities, the consumers of the work are children with disabilities and their families and the teachers, administrators, and other personnel who work with them. These stakeholders comprise the key consumer groups whose needs and preferences must drive the Part D National Activities Program plan. Reaching out to large numbers of these consumers was critically important to OSEP's planning process.

In May 1999, after considerable preparation and conversation, more than 40 national organizations whose members are drawn from the key Part D consumer groups joined OSEP in launching a nationwide effort to engage consumers in the National Activities Program planning process. The membership of participating organizations included people with disabilities, parents and family members, regular education and special education teachers, early intervention service providers, related service providers, district and school administrators, State administrators, business leaders, and policymakers. Executives of each organization met together with OSEP to frame the results of their individual consumer inquiries as lists of consumers' potential issues and needs. Partnerships were formed, and plans were made to solicit direct input from members of each national organization. The organizations promised to reconvene to discuss portions of the proposed plan and share the consumer opinion data gathered in this part of the process.

OSEP's role at this point in the planning process was to combine the lists of potential issues and needs compiled by the national organizations into a user-friendly format for consumers. OSEP used the input from the national organizations to develop a Special Education Consumer Survey[3] that consumers could complete on paper or on a dedicated OSEP planning web site. The opinion survey asked consumers how best to (1) improve the lives of infants, toddlers, and children with disabilities and (2) improve school services and the broad service delivery system. National organizations actively advertised the opportunity to their members and encouraged their participation.

More than 14,900 consumers—including 9,660 individuals with disabilities, parents, and family members—completed the survey between April and September 2000. The viewpoints expressed across various groups—from individuals with disabilities to teachers, related service providers, and administrators—were strikingly similar and clear.

Consumers' Opinions About How To Improve the Lives of Infants, Toddlers, and Children with Disabilities

Consumers reported that the lives of children with disabilities of all ages would be significantly improved if they could experience:

- Greater participation and success in the general curriculum;
- Higher achievement in reading, writing, and mathematics;

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[3] The Special Education Consumer Survey was not a survey of a representative sample of the population. All interested persons were encouraged to respond.

- Greater participation in general education nonacademic or extracurricular activities;
- Greater access to psychosocial and mental health services (for children who need these services); and
- Greater access to information and support for themselves and their families.

In consumers' opinions, infants, toddlers, and preschool children with disabilities also need:

- Greater access to high-quality infant and toddler programs;
- Effective transition into and out of preschool; and
- Greater access to quality health care for themselves and their families.

Similarly, consumers noted that high school-aged and older youth with disabilities require:

- Greater participation in high school transition programs that include community-based work experience as well as college preparation and college mentoring programs;
- Higher rates of high school completion;
- Higher rates of participation after high school in vocational training, community college, and college programs; and
- Greater access to employment support and assistance.

Consumers' Opinions on How To Improve Service Delivery and Performance

Consumers agreed with OSEP and the national organizations that results for children with disabilities and their families are linked to the availability and quality of various services from a broad service delivery system. Consumers identified the most overwhelming improvements needed in service provision and performance as:

- More and better qualified professionals (teachers, therapists, and other), paraprofessionals and assistants to serve infants, toddlers, and children with disabilities;

- Smaller class sizes or case loads of professionals serving children with disabilities;
- Better identification of infants, toddlers, and children with disabilities or those who are at risk for developing a disability;
- Effective collaboration between general and special education personnel and between professionals and individuals with disabilities and their families; and
- Better understanding of the requirements of Federal legislation regarding the rights of individuals with disabilities and their families, (i.e., IDEA, the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973)[4].

Plans for the Future

OSEP staff and executives of the national organizations will meet later this year to discuss the implications of consumers' opinions along with the results of expert panels' work in part two of the National Activities Program planning process. The dialogue will continue as the Part D National Activities Program plan is further developed and implemented.

Part Two: Soliciting Expert Opinions on the Key Issues Associated with Consumers' Priorities and How the Part D National Activities Program Might Respond

OSEP believed it could improve upon previous planning efforts that established directions which were not global enough and often left the agency with insufficient information and guidance in directing its finite resources. Therefore, OSEP designed part two of this planning process to focus on a few key issues that must be resolved in order to address the needs of consumers and improve results for children with disabilities and their families. OSEP used its work with the Government Performance and Results Act (GPRA) to frame this part of the process. The agency grouped its GPRA goals and objectives into five broad Part D planning areas that, in turn, reflect major provisions of IDEA. The five broad planning areas are:

- Students with disabilities' access to and participation and progress in the general curriculum;
- Standards-based reform and students with disabilities;

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[4] Westat (2001). *Implementing a strategic approach for setting a federal agenda for the discretionary program: Special Education Consumer Survey results.* Durham, NC: Author.

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- Positive behavioral intervention, social/emotional, and life skills supports and services for students with disabilities;
- Early childhood programs for infants, toddlers, and preschoolers with disabilities and their families; and
- Secondary education, transition, and employment for students with disabilities.

OSEP convened an expert panel in each area to expound upon the implications of the Special Education Consumer Survey and other planning information, key issues requiring resolution in order to respond to consumers' priorities, and possible Part D strategies.

As OSEP was receiving consumers' responses to the Special Education Consumer Survey, the agency again reached out to the national organizations to appoint consumer authorities to the five expert strategy panels. Forty organizations sent a representative to a panel of their choice. The agency also turned to another expert opinion source at this critical point in the planning process—individuals considered by the education community to be knowledgeable about the five broad planning areas and the application of the various National Activities Program strategies, such as research and development, personnel preparation, and technical assistance. OSEP invited 40 such National Activities Program experts to serve on the five panels, along with staff of other Federal offices and agencies concerned with results for children with disabilities.

As a result, between 15 and 20 nationally recognized research, training, personnel preparation, and technical assistance authorities, as well as consumers, served on each panel. Panels worked intensively from September through November 2000. The charge to the panels was to define the few key issues that influence the making of significant progress in improving results for children with disabilities and that respond to consumers' priorities. Panels then determined the most critical gaps that needed to be bridged in order to address each issue and plausible strategies OSEP might incorporate into the IDEA Part D National Activities Program plan. A brief summary of the key issues identified by each panel follows.

Students with Disabilities' Access to and Participation and Progress in the General Curriculum

Consumers chose greater participation and success in the general curriculum as a priority for improving the lives of children with disabilities. IDEA places significant emphasis on helping children with disabilities, at an individually appropriate level, participate and progress in the general curriculum. The individualized education program (IEP) must include accommodations, modifications, and any related services that the child needs to access the general curriculum, as well as identify the supports that service providers need to carry out the child's program. The panel's consensus was that the following three issues are most influential in students' access to the general curriculum and must be addressed if access, participation, and progress are to increase.

Definitions Are Needed for the Terms Access, Participation, and Progress in the General Curriculum

Regular education and special education stakeholders do not have a shared understanding of the IDEA provisions related to access, participation, and progress in the general curriculum. The terms access, participation, and progress have not been operationally defined in practice; there is great variation in how these terms currently are being used. The absence of a clear consensus of meaning is undermining efforts to develop sound policy, conduct research, and improve practice. Moreover, professionals disagree about what constitutes the general curriculum. For some, curriculum refers strictly to the district- or State-mandated academic study. Others view curriculum more broadly as instruction not just in academics, but in other areas (e.g., social, communication, orientation and mobility, life, and self-determination skills).

The Individualized Educational Needs of Students with Disabilities Must Be Met by the General Curriculum To the Maximum Extent Appropriate

Although some progress has been made, many students with disabilities do not have sufficient access to general curriculum and instruction. The barriers vary. In some cases, it is an overall matter of not providing instruction appropriate to curriculum standards. Instructional practices and materials may be outdated, inappropriate for the curriculum goals, and not reflect current research on best practices. Assessment practices may be inappropriate or inadequate as well. In other cases, it is a matter of not addressing the instructional needs of a diverse group of learners, including students with disabilities. Instructional methods and materials may be insufficient to accommodate multifaceted needs. Textbooks, instructional materials, and assessments often are not available in the medium or format required by many students nor do they accommodate for cultural and linguistic differences. In some instances, supplemental aids and services necessary for participation may not have been adequately provided to a child. The issue is compounded further because little is known about how students with disabilities acquire, maintain, and apply knowledge and skills in general curriculum settings, and what teaching strategies may, in fact, lead to better outcomes. For students who do not make adequate progress in the general curriculum and who require more intensive, individualized instruction, few strong empirically documented practices have been identified for ensuring that important skills are acquired, maintained, and transferred.

More School-Based and District-Level Support Is Needed To Support Students with Disabilities in Accessing, Participating, and Progressing in the General Curriculum

Progress for students with disabilities in the general curriculum requires a system in which all stakeholders within the classroom, school, and community work together for the students' benefit. However, schools and school districts typically are not organized to facilitate collaborative practices among students, professionals in the school, parents and families, and the community. Regular education school and district leaders often do not perceive themselves as having primary responsibility for students with disabilities—and subsequently, lack the knowledge, skills, understanding, and commitments necessary for building a unified student body. Special education-related tasks often are left to special education personnel to complete. Collaboration is at the core of ensuring that students with disabilities access, participate, and progress in the general curriculum.

Standards-Based Reform and Students with Disabilities

To ensure that children with disabilities are included in reform efforts and are able to demonstrate performance in the general curriculum to the maximum extent appropriate, IDEA provides that the performance results of children with disabilities shall be reported to the public just as performance results are reported for all children, so long as the reporting method will not result in identifying the performance of individual children. IDEA places significant emphasis on ensuring that children with disabilities participate in general state- and districtwide assessment programs, with appropriate accommodations if necessary as determined by the IEP team. IDEA also provides that alternate assessments be developed and provided for students for whom the regular assessment is considered inappropriate.

OSEP selected standards-based reform and students with disabilities as a broad Part D planning area even though consumers did not report it as a high priority in part one of the planning process. The panel decided that this lack of understanding, is, itself, a key issue.

The Regular Education and Special Education Communities, as well as the General Public, Do Not Understand the Relevance of Including Students with Disabilities in Standards-Based Reform

A mindset of universal access to standards-based reform is necessary if students with disabilities are to be equally included in accountability systems. However, the general public does not understand standards—what they are, their purpose, and how to gauge progress using them. Nor is the public convinced that students with disabilities should be included in large-scale assessments of achievement that are part of standards-based reform. Some educators oppose including students with disabilities in reform efforts based on a belief that doing so would, in fact, be harmful to students. As a consequence, the supports necessary to create a learning environment in which all students, including those with disabilities, meet high expectations for learning are absent. For example, knowledge of appropriate instructional and assessment supports, modifications, and accommodations that enable students with disabilities to participate in standards-based reform is not reaching teachers, families, and the general public.

Current Policies Do Not Support Participation of Students with Disabilities in Standards-Based Reform Initiatives

Standards-based reform for all children is just one of many policy decisions facing educational decisionmakers. Tension exists between the traditional special education focus on individual student achievement and the corresponding regular education focus on group achievement—with neither side in full agreement as to the complex interaction of the components within standards-based reform. Many students continue to be excluded from accountability systems; in fact, some State policies encourage exclusions and exemptions. Including students with disabilities in standards-based reform initiatives requires that policies are coordinated and coherent.

Resolve Issues Related to Accountability and Assessment

Technical and equity issues complicate the ease with which students with disabilities may participate in large-scale assessment and accountability systems, resulting in large numbers of these students that continue to be exempted. Often, when students do participate, data are not disaggregated, accessible, or timely. Confusion also exists regarding accommodations and modifications in the administration of large-scale assessments. For example, State policies vary with regard to the use of accommodations, and there is a lack of consistent applications of accommodations on statewide assessments. Moreover, there continues to exist an unclear relationship between the use of assessment accommodations on large-scale tests and their use in daily instruction.

Positive Behavioral Intervention, Social/Emotional, and Life Skills Supports and Services for Students with Disabilities

Consumers participating in part one of the National Activities Program planning process want students with disabilities suspended or expelled less frequently. Consumers believe that effective intervention and supports exist and should be available to students with disabilities. IDEA provides that children with challenging behaviors receive instruction and services, including preventive measures, to help them achieve a quality education. The expert panel summarized consumers' points of view into four issues that, when addressed, promise to help alleviate the negative consequences of students' challenging behaviors.

Children Need Early Access to Comprehensive Support

Early access to comprehensive, intensive, individualized prevention and behavior supports is key to improving results for children with challenging behaviors. Yet traditionally, the mode for addressing the challenging behaviors of children is reactive—that is, punishing or removing a child after a problem or crisis has occurred. Moreover, school interventions for problem behavior may be based on unproven strategies and be implemented by staff who lack the training needed to deal appropriately with the child and situation. Although some services exist, coordination may be lacking among schools and other agencies. Too often, primary responsibility for behavior is placed on families, with little support.

Children With or At Risk for Delinquent or Antisocial Behavior Need Specialized Services

A comprehensive, interagency system of services that meets the social, emotional, and behavioral needs of children and youth is necessary to prevent delinquent and antisocial behavior and to improve programs for youth. Some pockets of effective practice exist currently, but coordinated efforts are lacking. Overall, policies and strategies for this population of children tend to be characterized by punitive and reactive measures, ranging from total neglect to those that are applied too late to have an impact on the problem. Once in the juvenile justice system, children do not fare well. Juvenile and adult court officers, including judges, often are unaware of disability issues, including the characteristics and needs of children and youth with disabilities. A free appropriate public education rarely is made available to children with disabilities in detention and correctional programs. Most youthful offenders emerge from correctional programs without basic literacy, vocational, or adaptive behavior skills.

There Is a Shortage of Schoolwide Support Systems

Systems of multidimensional prevention that encompass the individual, family, school, and community require human and fiscal resources. Schools must have a sufficient supply of skilled and knowledgeable personnel who are positively disposed toward children and youth with challenging behaviors—and these staff must have the resources they need to implement fully and effectively IDEA provisions. Further, linkages with families, neighborhoods, businesses, and community agencies are needed to provide coordinated, comprehensive systems of care across all levels of students' emotional/behavioral problems and needs. Presently, schools are faced with an insufficient supply of personnel and a widespread concern about the preparation of those who are now being asked to teach children with complex, challenging behaviors and emotional disabilities. While there are relatively greater resources available for schoolwide support, there is a critical shortage of resources for comprehensive, intensive intervention systems.

Many Disenfranchised Children with Challenging Behaviors Are Unserved or Underserved

A number of children with emotional/social needs—such as those with autism, developmental disabilities, and those who are homeless, migrant, and/or in foster care and psychiatric facilities—are not being served or are underserved. Lack or fragmentation of services may result from a variety of reasons, including lack of understanding and training on the part of service providers, differing eligibility requirements, misdiagnosis, and poor outreach to families. Comprehensive and coordinated interagency service systems are needed to address the complex behavior and life skills needs of these disenfranchised children.

Improving Results in Early Childhood for Infants, Toddlers, and Preschoolers with Disabilities and Their Families

Consumers stressed that infants, toddlers, and preschoolers with disabilities need to be identified as having or at-risk of developing a disability as early as possible and then have greater access to high-quality programs and health care if results for young children are to improve. Positive early childhood results typically refer to improved development for children in their first 5 years, as well as improved family capacity for supporting their children's development. Early intervention services are meant to enhance children's functional development through effective, family-focused services provided in natural environments. Preschool services should allow children to participate in regular education settings with nondisabled age-appropriate peers, preparing children with disabilities for elementary school success. The expert panel identified the following issues influencing the quality of early childhood results.

Early Identification Must Be Expanded and Improved

Gaps in information, tools and practices, training, and policy inhibit the early identification of infants, toddlers, and preschoolers with special needs. Many children are not referred because families and professionals, as well as community members in general, are unaware of screening, evaluation, and early intervention services. To improve referral, intake, and access to early intervention and preschool programs for families with children with disabilities, efforts must be made to broaden parent information as well as public and professional awareness.

More and Better Qualified Personnel Are Needed To Serve the Needs of Young Children with Disabilities

There is a shortage of personnel qualified to work with infants, toddlers, and preschoolers, including a lack of pediatricians in many communities. These shortages pose a significant threat to the quality of programs for young children with disabilities. Great disparities in personnel development exist across States, professions, and employers. In general, training for infant/toddler caregivers is minimal, which contributes to overall personnel problems. The need for more and better qualified providers cuts across a range of disciplines, professions, and agencies.

Collaboration Among All Stakeholders Is Needed

While all States have developed early intervention programs, and several States have developed specific preschool policies involving the use of individual family service plans (IFSPs), service delivery still lacks the collaboration needed to ensure that an appropriate variety of services are available to children age birth through 5. There is a continued need to develop models that support the development of community-based collaboration among agencies, families, and service providers at State and local levels. The purpose of such models is to enhance services, foster transition, and coordinate funding of high-quality early intervention and preschool programs.

Outcomes and Indicators To Guide Early Childhood Services Must Be Developed

Presently, there is a lack of agreement about outcomes and indicators for effective early childhood services. Available data tend to describe numbers of children, service hours and dollars, but not child and family outcomes. There is a critical need to develop meaningful process and outcome indicators to guide early childhood services for children, families, and communities.

Students with Disabilities' Secondary Education, Transition, and Employment

Congress viewed the reauthorization of IDEA as an opportunity to prepare children with disabilities better in order to make a successful transition to adult life. Promoting increased options and opportunities for students with disabilities requires that they participate in a rigorous and relevant curriculum that will provide them with the skills and competencies needed in order to achieve their postsecondary goals. Consumers participating in part one of the National Activities Program planning process pointed out that youth with disabilities need to participate in greater numbers in secondary school transition programs that include work experiences as well as preparation for college. After secondary school, youth with disabilities need to participate in vocational training, community college, and college programs. Long term, youth need access to employment support and assistance as necessary. The expert panel articulated four key issues it believed would have to be resolved to realize improved results for students with disabilities.

Students with Disabilities Need Training in Self-Determination and Self-Advocacy Skills, as Well as Opportunities To Use Those Skills in Meaningful Contexts

Self-determination and self-advocacy are critical to the successful transition of students with disabilities from secondary education to postsecondary environments, including continuing education, employment, and community living. Students need opportunities to develop and use these skills in a variety of meaningful contexts. Presently, many students with disabilities have limited opportunities to make significant choices as part of their secondary school experience, leaving them unprepared to communicate, solve problems, and advocate for themselves in postsecondary environments. Emphasis during the transition years on developing and applying decisionmaking, communication, and advocacy skills to promote self-determination must be viewed as critical components of each student's IEP/transition plan.

Secondary-School-Aged Students with Disabilities Must Be Able To Access, Participate, and Progress in a Rigorous and Relevant General Curriculum

All secondary-school students must participate in a rigorous and relevant general curriculum to the maximum extent appropriate if they are to experience success in postsecondary settings. For students with disabilities, this includes access to and participation in curricular and extracurricular activities that promote academic success, independence, and multiple options for postsecondary learning, employment, and community participation and learning. However, many secondary-school students with disabilities are tracked into low-level academic courses. Those who do participate in regular education classes may find that teachers are unprepared to diversify instruction or make the types of accommodations and modifications students with disabilities need to succeed in a rigorous curriculum.

Service Coordination and Collaboration Must be Enhanced

While improving interagency collaboration has been an important focus for more than two decades, its benefits have yet to be realized by many individuals with disabilities, particularly after they lose the protections of IDEA (i.e., a free appropriate public education) when they exit school. Too often, education and workforce development systems remain separate, with participation of workforce development agencies (e.g., vocational rehabilitation) limited to IEP meetings.

More Accountability Is Needed for Results and Postsecondary Outcomes

The collection, analysis, and use of postschool measures for all students, including students with disabilities, are critical elements in expanding the concept of accountability from school graduation rates to indicators of postschool success. The use of such measures is essential to improving secondary/transition programs and expanding options and opportunities for individuals with disabilities. Unfortunately, there are a number of barriers to achieving postschool accountability for students with disabilities at the secondary level. At the outset, there tends to be little agreement regarding the value of school and postschool data as a guide to school reform and improvement. Accountability for students tends to end when students graduate or exit school. Postschool data are seldom collected, and when they are, there is little sharing between the school and other agencies.

Plans for the Future

Explicating the key issues associated with consumers' opinions is a major contribution to the National Activities Program planning process, giving OSEP a sense of focus and priority the agency lacked from prior planning activities. But panels went beyond defining key issues. They explored the major gaps separating current practice from what is needed to ensure better results for children with disabilities for each issue, and they reflected on the National Activities Program strategies that might best bridge the gap. Strategies focused most frequently on research and knowledge production, capacity building, and generating public awareness and support. All five panels highlighted personnel preparation and professional development as a prominent capacity-building strategy.

OSEP looks upon the expert-based opinion provided by the five panels thus far in the National Activities Program planning process as the beginning of an ongoing conversation between the agency and stakeholder representatives. OSEP intends that the expert panelists remain active in National Activities Program planning along with the agency staff and executives of national organizations concerned with better results for children with disabilities and their families.

Part Three: Using the Planning Process To Develop the IDEA Part D National Activities Program Plan

OSEP has made immediate use of consumers' opinions and the work of the expert panels as information from parts one and two of the planning process has become available. Agency-wide staff workgroups have chronicled the agency's activities in each of the five broad Part D planning areas and found that projects aligned with several key issues are already under way. Staff have consulted specific recommendations of individual panels in developing work scopes for upcoming projects and initiatives. These internal planning workgroups are now a part of the agency's permanent operations and will assume responsibility for integrating the results of the planning process with other planning information to develop long-term research-to-practice Part D National Activities Program strategies.

The results of this comprehensive process are a significant resource and are expected to influence the Part D National Activities Program plan. However, they are not the only knowledge source. Consistent with Congress' instructions, the agency is analyzing the findings of its Parts B and C monitoring and oversight efforts to ensure that the Part D National Activities Program plan responds to the critical implementation and compliance concerns. Similar analyses are targeting needs expressed by States in State Improvement Grant program proposals, submitted under Part D, Subpart 2 of IDEA. Once these analyses are complete, the agency will map long-term research-to-practice strategies in each of the five broad Part D planning areas. As always, choices will have to be made to comply with resource limitations. OSEP intends to select strategies that:

- Take advantage of the agency's current activities relevant to consumers' opinions and the key issues associated with responding to consumers' needs;
- Have the greatest potential to contribute to improved results for children with disabilities in the next decade;
- Optimally combine several types of Part D activities in research, technical assistance, capacity building, and public awareness and support; and
- Leverage OSEP's involvement to bring about more attention to the issue by other public agencies at the Federal, State, and local levels and other private nonprofit agencies and organizations.

OSEP will publish drafts of the Part D National Activities Program plan for discussion and comment by stakeholder representatives including, at a minimum, the national organizations and experts collaborating with the agency in the planning process. OSEP will also invite public comment before presenting a proposed National Activities Program plan to Congress for approval later this year.

The Office of Special Education Programs' National Assessment Program

The U.S. Department of Education's Office of Special Education Programs (OSEP) is undertaking a comprehensive program of national assessment to provide information on a wide range of issues related to the Individuals with Disabilities Education Act (IDEA), as amended in 1997, and its effect on States, districts, schools, and children with disabilities and their families. Section 674(b) of IDEA requires OSEP to conduct a national assessment of special education to determine the effectiveness of the Act in achieving its purposes to provide information to the President, Congress, States, local educational agencies (LEAs), and the public on how to implement the Act more effectively and to provide the President and Congress with information that will be useful in developing legislation to achieve the purposes of the Act more effectively. In addition, the national assessment will provide OSEP with information to use in measuring indicators of program effectiveness as part of the Government Performance and Results Act (GPRA), in program planning, and in response to information requests from its many constituencies.

The national assessment described below includes a set of child-based studies that assess the experiences and outcomes of children with disabilities across the age range. It also includes three studies that focus on States, districts, and schools to address questions of special education policy and program implementation, staffing, and costs.

Child-Based Longitudinal Studies

National Early Intervention Longitudinal Study (NEILS)

In 1996, OSEP began funding a multi-year study of infants and toddlers and their families who are receiving early intervention services through Part C of IDEA. This study, conducted by SRI International and its subcontractors (the Frank Porter Graham Child Development Center, Research Triangle Institute, and the American Institutes for Research), follows a nationally representative sample of 3,338 families and children from the time they enroll in early intervention programs, through their time in these programs, and finally through the transition out of early intervention and into other settings. The study is answering a variety of questions about (1) the characteristics of program participants; (2) the type and level of services they are receiving, and who is providing them; (3) the outcomes realized by children and families during Part C participation and in the years that follow; and (4) the association of characteristics of the participants and services received with outcomes.

Data are currently available from this study, which is expected to be completed in 2005. (See the *Twenty-second Annual Report to Congress* and the following modules in this report: Results Experienced by Children and Families Entering Early Intervention, Characteristics of Children and Families Entering Early Intervention, and Services Received by Children and Families Entering Early Intervention.) For more information, see www.sri.com/neils.

Pre-elementary Education Longitudinal Study (PEELS)

OSEP has commissioned SRI and its subcontractors, Research Triangle Institute and Westat, to design this longitudinal study of children who are ages 3 to 5 and receiving special education services during the first year of the study. PEELS will involve a nationally representative sample of approximately 3,100 children in special education who will be followed into early elementary school. Information will be collected from parents, preschool and elementary school teachers, preschool directors, and school principals regarding children's characteristics, household contexts, school programs and related services, and outcomes in several domains. Indicators from various relevant sources will permit examination of the factors that contribute to positive outcomes and of these children's growth and change in academic and social domains. The critical transition between preschool and kindergarten will be a particular aspect of the study. The study features direct assessment of children, focusing on early reading development in these crucial formative years.

PEELS is currently in the design phase with implementation planned to begin in the spring of the 2001-02 school year and continue through 2008. A web site with information on this project is located at www.sri.com/peels.

Special Education Elementary Longitudinal Study (SEELS)

To begin to fill the information gap for elementary and middle school students in special education, OSEP awarded a contract for the SEELS to SRI International and its subcontractor, Westat, in February 2000. SEELS will include a nationally representative sample of approximately 14,000 students in special education who were age 6 and in first grade through age 12 in the 1999-2000 school year. The students will be followed as they transition from elementary to middle and middle to high school. Key research questions for the study will address the characteristics and functional abilities and disabilities of students in special education; the characteristics of their households; characteristics of their schools, school programs, and classroom experiences; as well as aspects of their lives out of school. Data are being collected from students, parents, teachers, and principals. Findings will generalize to special education students in this age range as a whole, to students in each Federal special education disability category, and students in each single-year age cohort. The study features direct assessment of students, focusing on growth scores in the areas of reading and mathematics.

Initial SEELS data were collected during the spring of 2000 and became available in spring 2001. A year of reporting will complete the study in 2004-05. (See the module Family Involvement in the Education of Elementary and Middle School Students Receiving Special Education in this report.) For additional information, see www/sri.com/seels.

National Longitudinal Transition Study-2 (NLTS2)

The implementation contract for NLTS2 was awarded to SRI International and Westat, its subcontractor, in January 2001. The study will involve a large, nationally representative sample of 13,000 students who will be ages 13 to 16 at the outset of the study. Data will be collected on their individual and household characteristics; achievement scores on standardized assessments; aspects of their schools, school programs, and classroom experiences; secondary school performance and outcomes; adult services and supports; and early adult outcomes in the employment, education, independence, and social domains. The study will be conducted over a 10-year period, following the oldest cohort of students for 9 years or until age 26. The length of the study will allow us to examine postschool outcomes during the early adult years so that experiences, such as employment after college, can be assessed.

Initial data for this study will be available in spring 2002 with subsequent waves of data collected through 2009. A year of reporting will complete the study in 2010. For additional information, see www.sri.com/nlts2.

Issue-Based Studies

Study of Personnel Needs in Special Education (SPeNSE)

In February 2000, OSEP contracted with Westat to conduct SPeNSE, a study involving extensive interviews with a national sample of 8,000 school personnel, including regular and special education teachers, speech-language pathologists, preschool special education teachers, and paraprofessionals serving students with disabilities. The study focuses on the adequacy of the workforce and attempts to explain variation in workforce quantity and quality based on State and district policy, working conditions, preservice education, and continuing professional development. In addition, SPeNSE examines other indicators of teacher quality such as tested ability, teaching credentials, professionalism, demographic representation, and classroom teaching practice.

Data from SPeNSE were available in spring of 2001. (See the module Special Education Teacher Recruitment and Hiring in this report.) The study will conclude with a series of reports and dissemination activities in 2002. Further information is available at www.spense.org.

State and Local Implementation of IDEA (SLIIDEA)

This study was designed to evaluate the implementation and impact of IDEA. The SLIIDEA study, awarded in April 2000 to Abt Associates and its subcontractors, Westat and SRI, will provide information annually on the status of the implementation of the law and its effects on policies and practices at the State, district, and school levels, with a focus on implementation issues in six cluster areas of IDEA: improved student performance, including graduation rates; supporting least restrictive environment; successful transitions for preschool children; successful transitions to postschool life; positive behavioral supports; and positive parent involvement.

Repeated large-scale surveys and special topical studies that include case studies and focus groups are planned. Data on State-level policies will be disseminated starting in fall 2001; subsequent data collection and analysis will focus on the district and school levels. (See the module Using Implementation Data to Study State, District, and School Impacts in this report.) SLIIDEA will be completed in 2005. Further information is available at www.abt.sliidea.org.

The Special Education Expenditure Project (SEEP)

Through a contract awarded to the American Institutes for Research in February 1999, this study examines how Federal, State, and local funds are used to support programs and services for students with disabilities, with special attention to the fiscal provisions enacted under the IDEA Amendments of 1997. In addition to determining the total and per pupil amounts spent on special education and related services throughout the United States, SEEP will collect data in such a way as to increase understanding of the overall patterns of allocation of educational dollars to students with disabilities.

Initial data for this study were available in summer 2001, with information disseminated through OSEP's Center for Special Education Finance. The study will conclude in 2004. For additional information, see http://csef.air.org.

Status of the National Assessment Program

The majority of studies in the National Assessment Program completed a design phase that included several complex tasks, including sample selection, instrument development and testing, OMB clearance of instrumentation, and recruitment of the sample. As a result, most of the studies have just finished the first wave of data collection or are still in the field.

Table IV-2
Summary Table for OSEP's National Assessment Program

Project Name	Focus	Start Date	First Data Available	End Date	OSEP Staff Contact
Child-based Studies					
NEILS	Services and outcomes for infants in Part C, ages 0-3	January 1996	Data currently available	2005	Scott Brown
PEELS	Services and outcomes for students with disabilities, ages 3-5	Projected-December 2001	Spring 2003	2008	Lisa Holden-Pitt
SEELS	Services and outcomes for students with disabilities, ages 6-12	February 2000	Data currently available	2005	Judy Holt
NLTS2	Services and outcomes for students with disabilities, ages 13-16	January 2001	Spring 2002	2010	Patricia Gonzalez
Issue-based Studies					
SPeNSE	Quality and quantity of school personnel serving students with disabilities	February 2000	Data currently available	2002	Patricia Gonzalez
SLIIDEA	Implementation and impact of IDEA (policy)	April 2000	Fall 2001	2005	Kelly Henderson
SEEP	Special education expenditures	February 1999	Fall 2001	2004	Scott Brown

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APPENDIX A

DATA TABLES

This Appendix includes a compilation and analysis of data gathered on children with disabilities served under IDEA and reference data on all school-aged children. As required by IDEA, the Part B data tables include child count (1999-2000), placement (1998-99), personnel (1998-99), and exiting (1998-99). Data on infants and toddlers served in accordance with IDEA, Part C are also included. Finally, data on estimated resident population for children ages 3 through 21, total enrollment for students in pre-kindergarten through 12th grade, and State grant awards under IDEA are provided. Several tables report national totals only. These totals reflect counts for the United States and Outlying Areas.

Table AA1

Number of Children Served Under IDEA, Part B by Age Group, During the 1999-2000 School Year

	AGE GROUP					
STATE	3-5	6-11	12-17	6-17	18-21	3-21
ALABAMA	7,335	44,213	42,952	87,165	5,263	99,763
ALASKA	1,633	8,238	6,964	15,202	660	17,495
ARIZONA	9,076	42,766	37,433	80,199	4,061	93,336
ARKANSAS	9,031	24,038	25,182	49,220	2,613	60,864
CALIFORNIA	58,491	292,498	264,389	556,887	25,437	640,815
COLORADO	8,067	33,684	31,954	65,638	3,243	76,948
CONNECTICUT	7,275	31,236	32,698	63,934	3,513	74,722
DELAWARE	1,641	7,639	6,467	14,106	540	16,287
DISTRICT OF COLUMBIA	560	3,773	4,222	7,995	793	9,348
FLORIDA	29,363	168,228	143,946	312,174	14,661	356,198
GEORGIA	15,922	81,202	62,155	143,357	5,095	164,374
HAWAII	1,860	10,148	10,164	20,312	792	22,964
IDAHO	3,626	13,463	11,038	24,501	985	29,112
ILLINOIS	28,193	134,596	116,996	251,592	11,436	291,221
INDIANA	14,499	72,647	58,009	130,656	6,444	151,599
IOWA	5,599	30,063	32,657	62,720	3,651	71,970
KANSAS	7,334	25,927	24,152	50,079	2,623	60,036
KENTUCKY	15,913	40,751	31,601	72,352	3,272	91,537
LOUISIANA	9,671	41,288	40,593	81,881	5,080	96,632
MAINE	3,954	14,980	14,578	29,558	1,627	35,139
MARYLAND	9,750	50,278	47,595	97,873	4,088	111,711
MASSACHUSETTS	14,568	69,584	72,328	141,912	8,533	165,013
MICHIGAN	19,119	95,812	87,978	183,790	10,495	213,404
MINNESOTA	11,370	45,796	46,378	92,174	4,398	107,942
MISSISSIPPI	6,812	28,237	24,522	52,759	2,788	62,359
MISSOURI	10,683	60,340	57,700	118,040	6,227	134,950
MONTANA	1,614	8,458	8,143	16,601	824	19,039
NEBRASKA	3,707	19,590	17,353	36,943	1,927	42,577
NEVADA	3,664	16,508	14,397	30,905	1,134	35,703
NEW HAMPSHIRE	2,193	11,621	13,311	24,932	1,472	28,597
NEW JERSEY	16,058	100,956	87,419	188,375	9,897	214,330
NEW MEXICO	5,115	21,665	23,223	44,888	2,343	52,346
NEW YORK	50,140	175,003	185,435	360,438	23,769	434,347
NORTH CAROLINA	17,361	84,191	66,212	150,403	5,303	173,067
NORTH DAKOTA	1,283	5,937	5,699	11,636	693	13,612
OHIO	19,341	103,201	100,125	203,326	13,533	236,200
OKLAHOMA	6,077	37,472	35,393	72,865	4,207	83,149
OREGON	6,387	34,536	29,655	64,191	2,953	73,531
PENNSYLVANIA	19,976	98,744	99,974	198,718	12,481	231,175
PUERTO RICO	6,274	26,126	23,078	49,204	3,262	58,740
RHODE ISLAND	2,651	13,716	12,140	25,856	1,388	29,895
SOUTH CAROLINA	11,352	51,303	36,987	88,290	3,511	103,153
SOUTH DAKOTA	2,267	7,757	5,476	13,233	746	16,246
TENNESSEE	10,690	57,225	52,888	110,113	5,929	126,732
TEXAS	36,079	210,358	221,626	431,984	25,787	493,850
UTAH	5,914	25,463	21,535	46,998	2,477	55,389
VERMONT	1,391	5,476	6,414	11,890	792	14,073
VIRGINIA	13,926	73,622	66,817	140,439	6,933	161,298
WASHINGTON	11,623	54,136	45,500	99,636	4,976	116,235
WEST VIRGINIA	5,409	22,816	19,723	42,539	2,366	50,314
WISCONSIN	13,934	50,360	51,116	101,476	5,799	121,209
WYOMING	1,667	5,764	5,290	11,054	586	13,307
AMERICAN SAMOA	55	308	321	629	19	703
GUAM	195	903	1,013	1,916	119	2,230
NORTHERN MARIANAS	48	237	248	485	35	568
PALAU	11	36	71	107	5	123
VIRGIN ISLANDS	167	483	847	1,330	120	1,617
BUR. OF INDIAN AFFAIRS	386	6,989	5,054	12,043	484	12,913
U.S. AND OUTLYING AREAS	588,300	2,802,385	2,597,134	5,399,519	284,188	6,272,007
50 STATES, D.C. & P.R.	587,438	2,793,429	2,589,580	5,383,009	283,406	6,253,853

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA2

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	92,428	41,819	15,746	21,319	5,339
ALASKA	15,862	9,118	3,319	795	803
ARIZONA	84,260	49,437	14,724	6,938	5,833
ARKANSAS	51,833	22,664	9,187	11,785	449
CALIFORNIA	582,324	346,203	124,997	34,072	21,182
COLORADO	68,881	34,188	12,701	3,347	8,625
CONNECTICUT	67,447	32,410	12,390	3,929	7,420
DELAWARE	14,646	9,016	1,512	2,039	636
DISTRICT OF COLUMBIA	8,788	3,940	641	1,473	1,079
FLORIDA	326,835	158,472	74,736	38,917	36,585
GEORGIA	148,452	47,119	31,473	29,932	23,638
HAWAII	21,104	10,587	2,357	2,880	3,147
IDAHO	25,486	14,911	4,058	2,120	753
ILLINOIS	263,028	132,103	56,496	27,315	30,652
INDIANA	137,100	58,288	35,539	21,729	11,369
IOWA	66,371	33,258	5,057	15,706	9,665
KANSAS	52,702	23,342	11,056	5,256	4,222
KENTUCKY	75,624	21,111	17,762	18,145	5,741
LOUISIANA	86,961	36,496	18,502	12,364	5,479
MAINE	31,185	13,222	7,457	1,091	3,899
MARYLAND	101,961	45,398	24,480	6,705	8,679
MASSACHUSETTS	150,445	92,211	22,606	14,738	13,042
MICHIGAN	194,285	92,008	38,417	23,486	18,421
MINNESOTA	96,572	39,091	15,951	9,949	17,717
MISSISSIPPI	55,547	27,470	16,230	6,243	575
MISSOURI	124,267	65,594	25,602	12,544	9,427
MONTANA	17,425	9,806	3,299	1,189	1,001
NEBRASKA	38,870	16,299	9,480	6,040	2,819
NEVADA	32,039	20,371	5,312	1,703	1,642
NEW HAMPSHIRE	26,404	13,043	5,361	1,015	2,387
NEW JERSEY	198,272	110,088	43,129	5,175	13,544
NEW MEXICO	47,231	28,699	8,710	2,019	3,258
NEW YORK	384,207	207,078	56,901	16,269	44,679
NORTH CAROLINA	155,706	67,013	27,988	28,912	10,278
NORTH DAKOTA	12,329	5,683	3,458	1,224	969
OHIO	216,859	83,536	41,513	51,422	14,449
OKLAHOMA	77,072	43,502	14,008	8,969	3,835
OREGON	67,144	34,475	14,962	4,317	4,467
PENNSYLVANIA	211,199	116,263	36,385	27,188	18,845
PUERTO RICO	52,466	27,301	6,383	13,137	823
RHODE ISLAND	27,244	15,792	4,803	1,131	2,395
SOUTH CAROLINA	91,801	40,971	21,193	17,455	6,049
SOUTH DAKOTA	13,979	7,260	3,181	1,423	618
TENNESSEE	116,042	55,751	24,808	15,214	3,541
TEXAS	457,771	265,189	70,885	25,554	36,267
UTAH	49,475	28,731	8,841	3,282	3,806
VERMONT	12,682	4,856	2,035	1,412	2,062
VIRGINIA	147,372	73,140	23,672	14,417	13,087
WASHINGTON	104,612	50,457	16,772	7,008	4,950
WEST VIRGINIA	44,905	19,517	10,866	9,175	2,166
WISCONSIN	107,275	51,056	17,217	13,057	16,162
WYOMING	11,640	5,980	2,691	683	931
AMERICAN SAMOA	648	521	23	54	5
GUAM	2,035	1,519	195	98	12
NORTHERN MARIANAS	520	340	17	53	10
PALAU	112	76	8	5	2
VIRGIN ISLANDS	1,450	591	191	477	55
BUR. OF INDIAN AFFAIRS	12,527	7,586	2,681	539	620
U.S. AND OUTLYING AREAS	5,683,707	2,871,966	1,089,964	614,433	470,111
50 STATES, D.C. & P.R.	5,666,415	2,861,333	1,086,849	613,207	469,407

Please see data notes for an explanation of individual State differences.

Developmental delay is applicable only to children 3 through 9.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA2

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	1,363	1,012	630	3,333	409
ALASKA	503	253	73	709	44
ARIZONA	1,656	1,476	1,066	1,547	511
ARKANSAS	1,049	599	206	4,949	219
CALIFORNIA	5,268	9,545	11,386	16,306	3,712
COLORADO	2,981	1,200	4,903	0	292
CONNECTICUT	1,993	749	275	6,743	346
DELAWARE	0	235	860	0	58
DISTRICT OF COLUMBIA	126	26	142	693	338
FLORIDA	0	2,996	4,278	6,248	1,072
GEORGIA	0	1,453	939	11,366	582
HAWAII	262	280	124	1,041	71
IDAHO	491	290	124	1,114	112
ILLINOIS	0	3,335	2,707	6,162	1,109
INDIANA	1,143	1,668	1,299	2,756	760
IOWA	336	577	801	98	131
KANSAS	2,361	580	471	4,352	193
KENTUCKY	2,191	699	456	5,581	411
LOUISIANA	966	1,338	1,386	7,264	423
MAINE	2,578	245	73	2,062	91
MARYLAND	6,056	1,286	470	6,457	515
MASSACHUSETTS	2,738	1,420	905	1,214	629
MICHIGAN	2,775	3,009	11,684	0	862
MINNESOTA	0	1,840	1,500	6,831	380
MISSISSIPPI	486	588	1,555	0	234
MISSOURI	828	1,158	718	6,275	414
MONTANA	569	203	69	1,015	60
NEBRASKA	379	590	440	2,103	225
NEVADA	619	383	270	1,227	118
NEW HAMPSHIRE	356	266	145	3,323	138
NEW JERSEY	17,493	1,467	611	3,965	348
NEW MEXICO	1,124	508	269	1,855	195
NEW YORK	20,729	5,763	2,774	21,823	1,935
NORTH CAROLINA	1,756	2,018	1,051	13,233	623
NORTH DAKOTA	0	135	133	527	51
OHIO	12,867	2,512	2,356	5,158	1,049
OKLAHOMA	1,620	764	471	2,739	351
OREGON	0	1,003	754	4,299	322
PENNSYLVANIA	1,773	2,592	1,287	1,531	1,130
PUERTO RICO	1,230	844	513	1,262	503
RHODE ISLAND	285	234	145	2,099	65
SOUTH CAROLINA	241	1,062	761	2,899	351
SOUTH DAKOTA	588	120	92	442	49
TENNESSEE	1,741	1,290	1,098	8,665	791
TEXAS	4,716	5,923	5,281	35,487	2,395
UTAH	1,355	974	171	1,003	388
VERMONT	113	212	111	1,105	50
VIRGINIA	1,828	1,281	855	10,169	487
WASHINGTON	2,805	1,609	888	17,137	332
WEST VIRGINIA	0	364	189	2,016	206
WISCONSIN	0	1,396	1,363	4,795	402
WYOMING	8	169	136	817	58
AMERICAN SAMOA	25	12	1	1	3
GUAM	68	32	10	55	12
NORTHERN MARIANAS	40	14	7	10	4
PALAU	5	4	7	2	2
VIRGIN ISLANDS	35	12	7	35	16
BUR. OF INDIAN AFFAIRS	475	58	126	212	13
U.S. AND OUTLYING AREAS	112,993	71,671	71,422	254,110	26,590
50 STATES, D.C. & P.R.	112,345	71,539	71,264	253,795	26,540

Please see data notes for an explanation of individual State differences.

Developmental delay is applicable only to children 3 through 9.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA2

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	670	9	211	568
ALASKA	165	5	75	0
ARIZONA	897	86	89	0
ARKANSAS	560	18	148	0
CALIFORNIA	8,376	135	1,142	0
COLORADO	350	72	222	0
CONNECTICUT	1,032	63	97	0
DELAWARE	248	41	1	0
DISTRICT OF COLUMBIA	65	258	6	1
FLORIDA	3,114	46	371	0
GEORGIA	1,602	17	331	0
HAWAII	198	103	54	0
IDAHO	239	15	151	1,108
ILLINOIS	2,435	59	655	0
INDIANA	2,080	34	435	0
IOWA	543	52	147	0
KANSAS	471	10	153	235
KENTUCKY	739	17	184	2,587
LOUISIANA	1,032	15	283	1,413
MAINE	358	5	104	0
MARYLAND	1,551	23	341	0
MASSACHUSETTS	590	48	304	0
MICHIGAN	3,449	0	0	174
MINNESOTA	1,958	45	321	989
MISSISSIPPI	333	14	109	1,710
MISSOURI	1.361	43	303	0
MONTANA	127	22	65	0
NEBRASKA	289	8	178	20
NEVADA	273	6	115	0
NEW HAMPSHIRE	268	4	58	40
NEW JERSEY	2,378	18	56	0
NEW MEXICO	193	17	204	180
NEW YORK	4,951	40	1,265	0
NORTH CAROLINA	2,391	21	422	0
NORTH DAKOTA	98	3	29	19
OHIO	1,574	14	409	0
OKLAHOMA	547	20	246	0
OREGON	2,218	32	295	0
PENNSYLVANIA	2,707	38	1,460	0
PUERTO RICO	408	30	32	0
RHODE ISLAND	238	2	55	0
SOUTH CAROLINA	717	22	80	0
SOUTH DAKOTA	168	2	36	0
TENNESSEE	819	8	258	2,058
TEXAS	5,134	77	863	0
UTAH	472	149	303	0
VERMONT	160	6	75	485
VIRGINIA	1,714	7	276	6,439
WASHINGTON	1,346	26	307	975
WEST VIRGINIA	262	27	117	0
WISCONSIN	1.445	7	319	56
WYOMING	83	1	83	0
AMERICAN SAMOA	1	0	2	0
GUAM	8	2	2	22
NORTHERN MARIANAS	3	0	2	20
PALAU	0	1	0	0
VIRGIN ISLANDS	6	0	4	21
BUR. OF INDIAN AFFAIRS	10	2	21	184
U.S. AND OUTLYING AREAS	65,424	1,845	13,874	19,304
50 STATES, D.C. & P.R.	65,396	1,840	13,843	19,057

Please see data notes for an explanation of individual State differences.

Developmental delay is applicable only to children 3 through 9.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA3

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	44,213	16,025	14,519	7,347	1,949
ALASKA	8,238	3,856	2,896	347	221
ARIZONA	42,766	20,447	13,560	2,978	2,106
ARKANSAS	24,038	7,392	8,292	4,284	177
CALIFORNIA	292,498	135,731	107,912	14,368	5,569
COLORADO	33,684	14,530	9,999	1,248	3,047
CONNECTICUT	31,236	13,079	9,632	1,363	1,813
DELAWARE	7,639	4,318	1,434	869	237
DISTRICT OF COLUMBIA	3,773	1,084	561	468	277
FLORIDA	168,228	64,522	64,667	15,745	14,149
GEORGIA	81,202	19,779	29,181	12,359	11,015
HAWAII	10,148	4,536	2,112	1,190	1,093
IDAHO	13,463	6,750	3,505	704	215
ILLINOIS	134,596	54,359	50,620	11,156	9,592
INDIANA	72,647	21,194	33,061	9,440	3,586
IOWA	30,063	13,703	4,431	6,968	3,835
KANSAS	25,927	8,455	10,203	1,978	1,307
KENTUCKY	40,751	7,374	16,413	6,928	2,120
LOUISIANA	41,288	11,136	16,531	4,442	1,654
MAINE	14,980	5,002	5,688	351	1,353
MARYLAND	50,278	17,038	19,409	2,636	2,676
MASSACHUSETTS	69,584	39,763	16,629	5,446	4,409
MICHIGAN	95,812	34,413	34,279	9,618	6,473
MINNESOTA	45,796	15,568	13,455	3,771	5,720
MISSISSIPPI	28,237	8,259	14,937	1,710	184
MISSOURI	60,340	24,156	21,957	5,083	3,509
MONTANA	8,458	3,831	2,981	502	269
NEBRASKA	19,590	6,399	7,689	2,359	1,057
NEVADA	16,508	8,587	4,917	694	632
NEW HAMPSHIRE	11,621	5,039	3,497	278	660
NEW JERSEY	100,956	44,160	38,601	1,785	3,252
NEW MEXICO	21,665	10,585	7,084	714	1,037
NEW YORK	175,003	75,678	47,062	5,516	15,618
NORTH CAROLINA	84,191	29,799	26,519	12,517	4,324
NORTH DAKOTA	5,937	2,018	2,735	412	288
OHIO	103,201	29,441	37,401	19,882	4,781
OKLAHOMA	37,472	16,120	12,892	3,583	1,413
OREGON	34,536	14,527	12,291	1,492	1,741
PENNSYLVANIA	98,744	42,818	32,963	10,754	5,663
PUERTO RICO	26,126	13,018	5,697	4,371	433
RHODE ISLAND	13,716	7,172	3,957	450	618
SOUTH CAROLINA	51,303	18,508	20,282	6,953	2,422
SOUTH DAKOTA	7,757	3,192	3,047	559	236
TENNESSEE	57,225	21,309	21,296	5,058	929
TEXAS	210,358	94,568	65,206	9,242	11,849
UTAH	25,463	12,740	7,768	1,197	1,568
VERMONT	5,476	1,908	1,206	518	538
VIRGINIA	73,622	29,201	21,319	4,871	3,944
WASHINGTON	54,136	21,882	15,501	2,814	1,935
WEST VIRGINIA	22,816	6,647	10,308	3,573	758
WISCONSIN	50,360	19,532	15,122	5,185	5,150
WYOMING	5,764	2,317	2,281	247	290
AMERICAN SAMOA	308	247	20	19	2
GUAM	903	559	175	40	5
NORTHERN MARIANAS	237	136	16	20	6
PALAU	36	19	7	0	1
VIRGIN ISLANDS	483	140	170	81	19
BUR. OF INDIAN AFFAIRS	6,989	3,586	2,289	231	155
U.S. AND OUTLYING AREAS	2,802,385	1,118,152	958,182	238,714	159,879
50 STATES, D.C. & P.R.	2,793,429	1,113,465	955,505	238,323	159,691

Please see data notes for an explanation of individual State differences.

Developmental delay is applicable only to children 3 through 9.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA3

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	612	490	342	1,681	168
ALASKA	243	125	48	341	18
ARIZONA	688	741	531	779	286
ARKANSAS	505	277	110	2,419	100
CALIFORNIA	2,128	4,475	5,758	8,365	1,747
COLORADO	1,316	593	2,469	0	124
CONNECTICUT	924	362	186	2,981	157
DELAWARE	0	114	485	0	27
DISTRICT OF COLUMBIA	57	17	77	628	326
FLORIDA	0	1,356	2,146	2,853	518
GEORGIA	0	728	517	6,028	295
HAWAII	132	133	64	644	35
IDAHO	208	137	64	505	48
ILLINOIS	0	1,723	1,436	3,298	518
INDIANA	603	769	739	1,409	369
IOWA	110	250	328	48	45
KANSAS	789	250	297	1,953	82
KENTUCKY	1,012	303	246	2,929	210
LOUISIANA	391	546	688	3,616	167
MAINE	1,185	127	35	926	41
MARYLAND	2,845	640	253	3,418	221
MASSACHUSETTS	972	611	500	543	307
MICHIGAN	1,311	1,611	5,509	0	386
MINNESOTA	0	869	793	3,065	189
MISSISSIPPI	175	225	686	0	124
MISSOURI	424	535	422	3,093	173
MONTANA	207	99	35	399	20
NEBRASKA	136	269	263	1,043	107
NEVADA	317	187	166	677	59
NEW HAMPSHIRE	157	125	79	1,480	66
NEW JERSEY	8,135	681	317	2,133	142
NEW MEXICO	523	218	130	928	79
NEW YORK	10,538	2,752	1,741	11,399	927
NORTH CAROLINA	750	1,007	554	6,721	294
NORTH DAKOTA	0	61	77	246	18
OHIO	5,605	1,099	1,212	2,063	477
OKLAHOMA	813	349	275	1,410	147
OREGON	0	451	385	2,038	130
PENNSYLVANIA	882	1,244	613	742	542
PUERTO RICO	603	438	309	766	248
RHODE ISLAND	135	108	87	964	31
SOUTH CAROLINA	91	503	377	1,513	169
SOUTH DAKOTA	289	50	39	219	22
TENNESSEE	718	576	565	3,754	360
TEXAS	2,116	2,749	2,716	17,175	1,150
UTAH	476	465	81	463	209
VERMONT	37	108	50	498	13
VIRGINIA	824	608	465	4,545	196
WASHINGTON	988	725	491	7,585	150
WEST VIRGINIA	0	165	78	994	93
WISCONSIN	0	663	758	2,638	187
WYOMING	5	76	77	378	20
AMERICAN SAMOA	11	3	1	1	2
GUAM	35	15	8	33	6
NORTHERN MARIANAS	16	5	6	6	2
PALAU	1	4	3	1	0
VIRGIN ISLANDS	12	7	3	19	7
BUR. OF INDIAN AFFAIRS	262	30	121	111	4
U.S. AND OUTLYING AREAS	51,312	33,847	36,811	124,464	12,558
50 STATES, D.C. & P.R.	50,975	33,783	36,669	124,293	12,537

Please see data notes for an explanation of individual State differences.

Developmental delay is applicable only to children 3 through 9.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA3

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	443	1	68	568
ALASKA	114	2	27	0
ARIZONA	589	33	28	0
ARKANSAS	412	6	64	0
CALIFORNIA	5,963	64	418	0
COLORADO	243	37	78	0
CONNECTICUT	687	25	27	0
DELAWARE	138	17	0	0
DISTRICT OF COLUMBIA	20	256	1	1
FLORIDA	2,097	17	158	0
GEORGIA	1,156	11	133	0
HAWAII	147	40	22	0
IDAHO	145	7	67	1,108
ILLINOIS	1,631	22	241	0
INDIANA	1,296	12	169	0
IOWA	275	20	50	0
KANSAS	315	2	61	235
KENTUCKY	552	8	69	2,587
LOUISIANA	582	7	115	1,413
MAINE	240	0	32	0
MARYLAND	998	6	138	0
MASSACHUSETTS	307	14	83	0
MICHIGAN	2,038	0	0	174
MINNESOTA	1,250	22	105	989
MISSISSIPPI	184	4	39	1,710
MISSOURI	862	10	116	0
MONTANA	89	8	18	0
NEBRASKA	183	6	59	20
NEVADA	208	4	60	0
NEW HAMPSHIRE	180	1	19	40
NEW JERSEY	1,720	7	23	0
NEW MEXICO	106	3	78	180
NEW YORK	3,267	13	492	0
NORTH CAROLINA	1,524	9	173	0
NORTH DAKOTA	55	2	6	19
OHIO	1,091	6	143	0
OKLAHOMA	377	2	91	0
OREGON	1,357	15	109	0
PENNSYLVANIA	1,883	14	626	0
PUERTO RICO	213	11	19	0
RHODE ISLAND	172	0	22	0
SOUTH CAROLINA	448	10	27	0
SOUTH DAKOTA	96	1	7	0
TENNESSEE	497	3	102	2,058
TEXAS	3,228	32	327	0
UTAH	319	80	97	0
VERMONT	87	5	23	485
VIRGINIA	1,114	3	93	6,439
WASHINGTON	962	12	116	975
WEST VIRGINIA	164	9	27	0
WISCONSIN	953	5	111	56
WYOMING	46	0	27	0
AMERICAN SAMOA	1	0	1	0
GUAM	4	0	1	22
NORTHERN MARIANAS	3	0	1	20
PALAU	0	0	0	0
VIRGIN ISLANDS	4	0	0	21
BUR. OF INDIAN AFFAIRS	4	0	12	184
U.S. AND OUTLYING AREAS	43,039	904	5,219	19,304
50 STATES, D.C. & P.R.	43,023	904	5,204	19,057

Please see data notes for an explanation of individual State differences.

Developmental delay is applicable only to children 3 through 9.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA4

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	42,952	23,461	1,193	11,884	3,112
ALASKA	6,964	4,876	405	352	538
ARIZONA	37,433	26,744	1,137	3,107	3,441
ARKANSAS	25,182	13,851	860	6,649	255
CALIFORNIA	264,389	196,729	16,272	14,548	13,959
COLORADO	31,954	18,133	2,572	1,644	5,156
CONNECTICUT	32,698	17,776	2,640	1,952	4,943
DELAWARE	6,467	4,454	78	977	377
DISTRICT OF COLUMBIA	4,222	2,517	75	743	671
FLORIDA	143,946	86,677	9,723	19,197	20,405
GEORGIA	62,155	25,802	2,263	15,186	12,026
HAWAII	10,164	5,729	240	1,461	1,909
IDAHO	11,038	7,628	533	1,169	497
ILLINOIS	116,996	72,006	5,719	13,136	19,374
INDIANA	58,009	33,525	2,436	10,598	7,231
IOWA	32,657	17,765	589	7,645	5,347
KANSAS	24,152	13,633	830	2,663	2,681
KENTUCKY	31,601	12,523	1,319	9,796	3,468
LOUISIANA	40,593	22,760	1,901	6,605	3,543
MAINE	14,578	7,399	1,642	599	2,339
MARYLAND	47,595	26,617	4,928	3,255	5,541
MASSACHUSETTS	72,328	48,360	5,577	7,438	7,523
MICHIGAN	87,978	52,713	4,006	10,904	11,088
MINNESOTA	46,378	22,057	2,406	4,697	11,258
MISSISSIPPI	24,522	17,526	1,259	3,782	374
MISSOURI	57,700	37,503	3,544	6,210	5,509
MONTANA	8,143	5,463	307	586	690
NEBRASKA	17,353	9,116	1,725	3,009	1,630
NEVADA	14,397	11,108	385	784	951
NEW HAMPSHIRE	13,311	7,287	1,710	546	1,562
NEW JERSEY	87,419	60,514	4,330	2,527	9,000
NEW MEXICO	23,223	16,728	1,509	982	2,029
NEW YORK	185,435	117,662	9,474	7,948	26,121
NORTH CAROLINA	66,212	35,222	1,432	14,313	5,680
NORTH DAKOTA	5,699	3,313	685	608	638
OHIO	100,125	48,671	4,042	27,556	8,793
OKLAHOMA	35,393	24,529	1,094	4,632	2,264
OREGON	29,655	18,582	2,532	2,130	2,539
PENNSYLVANIA	99,974	66,286	3,342	13,572	11,805
PUERTO RICO	23,078	13,174	661	7,104	354
RHODE ISLAND	12,140	7,855	815	513	1,506
SOUTH CAROLINA	36,987	21,073	888	8,957	3,434
SOUTH DAKOTA	5,476	3,683	133	670	358
TENNESSEE	52,888	31,465	3,309	8,547	2,431
TEXAS	221,626	154,531	5,519	12,268	22,496
UTAH	21,535	14,856	1,035	1,496	2,111
VERMONT	6,414	2,691	744	730	1,392
VIRGINIA	66,817	40,464	2,294	7,795	8,364
WASHINGTON	45,500	26,350	1,245	3,314	2,774
WEST VIRGINIA	19,723	11,592	548	4,773	1,308
WISCONSIN	51,116	28,853	2,020	6,227	10,077
WYOMING	5,290	3,358	392	322	580
AMERICAN SAMOA	321	268	3	30	3
GUAM	1,013	867	19	49	5
NORTHERN MARIANAS	248	185	1	29	3
PALAU	71	56	1	4	1
VIRGIN ISLANDS	847	408	21	336	31
BUR. OF INDIAN AFFAIRS	5,054	3,671	362	248	439
U.S. AND OUTLYING AREAS	2,597,134	1,608,645	126,724	308,802	283,934
50 STATES, D.C. & P.R.	2,589,580	1,603,190	126,317	308,106	283,452

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA4

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	556	439	246	1,524	213
ALASKA	191	114	25	348	25
ARIZONA	703	638	427	709	193
ARKANSAS	476	282	84	2,401	105
CALIFORNIA	2,218	4,431	4,502	7,429	1,674
COLORADO	1,295	512	2,280	0	129
CONNECTICUT	857	339	79	3,564	160
DELAWARE	0	103	345	0	27
DISTRICT OF COLUMBIA	52	6	48	52	12
FLORIDA	0	1,446	1,868	3,121	493
GEORGIA	0	629	377	5,084	250
HAWAII	102	140	49	377	33
IDAHO	229	137	54	570	60
ILLINOIS	0	1,414	1,077	2,697	524
INDIANA	417	802	503	1,250	345
IOWA	154	281	425	48	79
KANSAS	1,339	281	155	2,249	103
KENTUCKY	979	333	177	2,562	181
LOUISIANA	378	685	609	3,385	228
MAINE	1,215	109	30	1,037	44
MARYLAND	2,654	582	203	2,921	240
MASSACHUSETTS	1,229	686	340	527	274
MICHIGAN	992	1,217	5,542	0	416
MINNESOTA	0	853	608	3,520	157
MISSISSIPPI	228	301	771	0	85
MISSOURI	315	556	256	3,008	209
MONTANA	295	92	32	571	33
NEBRASKA	174	293	152	967	101
NEVADA	215	177	94	527	54
NEW HAMPSHIRE	149	119	61	1,695	66
NEW JERSEY	7,662	674	255	1,701	181
NEW MEXICO	462	257	122	848	103
NEW YORK	8,065	2,528	940	9,856	841
NORTH CAROLINA	767	905	439	6,214	296
NORTH DAKOTA	0	61	47	266	29
OHIO	4,977	1,226	964	2,780	476
OKLAHOMA	631	368	174	1,225	184
OREGON	0	463	304	2,067	144
PENNSYLVANIA	613	1,195	523	752	489
PUERTO RICO	433	337	177	451	225
RHODE ISLAND	121	102	52	1,059	32
SOUTH CAROLINA	104	479	326	1,308	150
SOUTH DAKOTA	217	58	43	212	24
TENNESSEE	705	631	451	4,580	382
TEXAS	1,920	2,753	2,214	16,871	1,042
UTAH	524	458	82	495	142
VERMONT	45	86	42	554	30
VIRGINIA	785	579	328	5,325	256
WASHINGTON	1,311	782	344	8,742	152
WEST VIRGINIA	0	175	94	978	99
WISCONSIN	0	646	513	1,985	195
WYOMING	2	81	52	393	34
AMERICAN SAMOA	9	6	0	0	1
GUAM	25	15	2	19	5
NORTHERN MARIANAS	15	8	1	4	1
PALAU	3	0	4	1	0
VIRGIN ISLANDS	16	5	4	14	9
BUR. OF INDIAN AFFAIRS	186	25	5	95	9
U.S. AND OUTLYING AREAS	47,010	32,900	29,921	120,938	12,044
50 STATES, D.C. & P.R.	46,756	32,841	29,905	120,805	12,019

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA4

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	195	7	122
ALASKA	42	3	45
ARIZONA	241	37	56
ARKANSAS	129	11	79
CALIFORNIA	1,977	53	597
COLORADO	94	23	116
CONNECTICUT	301	33	54
DELAWARE	90	15	1
DISTRICT OF COLUMBIA	42	0	4
FLORIDA	815	22	179
GEORGIA	365	3	170
HAWAII	44	52	28
IDAHO	80	7	74
ILLINOIS	657	30	362
INDIANA	662	15	225
IOWA	219	24	81
KANSAS	136	7	75
KENTUCKY	165	6	92
LOUISIANA	355	5	139
MAINE	103	5	56
MARYLAND	468	14	172
MASSACHUSETTS	188	28	158
MICHIGAN	1,100	0	0
MINNESOTA	625	20	177
MISSISSIPPI	129	7	60
MISSOURI	412	18	160
MONTANA	32	8	34
NEBRASKA	81	2	103
NEVADA	56	2	44
NEW HAMPSHIRE	79	2	35
NEW JERSEY	548	6	21
NEW MEXICO	67	8	108
NEW YORK	1,344	24	632
NORTH CAROLINA	718	9	217
NORTH DAKOTA	33	1	18
OHIO	418	6	216
OKLAHOMA	153	15	124
OREGON	731	9	154
PENNSYLVANIA	705	16	676
PUERTO RICO	143	9	10
RHODE ISLAND	57	2	26
SOUTH CAROLINA	214	12	42
SOUTH DAKOTA	52	1	25
TENNESSEE	254	3	130
TEXAS	1,544	32	436
UTAH	122	40	174
VERMONT	65	1	34
VIRGINIA	477	1	149
WASHINGTON	328	11	147
WEST VIRGINIA	72	13	71
WISCONSIN	424	2	174
WYOMING	32	1	43
AMERICAN SAMOA	0	0	1
GUAM	4	2	1
NORTHERN MARIANAS	0	0	1
PALAU	0	1	0
VIRGIN ISLANDS	0	0	3
BUR. OF INDIAN AFFAIRS	5	2	7
U.S. AND OUTLYING AREAS	18,392	686	7,138
50 STATES, D.C. & P.R.	18,383	681	7,125

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA5

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	5,263	2,333	34	2,088	278
ALASKA	660	386	18	96	44
ARIZONA	4,061	2,246	27	853	286
ARKANSAS	2,613	1,421	35	852	17
CALIFORNIA	25,437	13,743	813	5,156	1,654
COLORADO	3,243	1,525	130	455	422
CONNECTICUT	3,513	1,555	118	614	664
DELAWARE	540	244	0	193	22
DISTRICT OF COLUMBIA	793	339	5	262	131
FLORIDA	14,661	7,273	346	3,975	2,031
GEORGIA	5,095	1,538	29	2,387	597
HAWAII	792	322	5	229	145
IDAHO	985	533	20	247	41
ILLINOIS	11,436	5,738	157	3,023	1,686
INDIANA	6,444	3,569	42	1,691	552
IOWA	3,651	1,790	37	1,093	483
KANSAS	2,623	1,254	23	615	234
KENTUCKY	3,272	1,214	30	1,421	153
LOUISIANA	5,080	2,600	70	1,317	282
MAINE	1,627	821	127	141	207
MARYLAND	4,088	1,743	143	814	462
MASSACHUSETTS	8,533	4,088	400	1,854	1,110
MICHIGAN	10,495	4,882	132	2,964	860
MINNESOTA	4,398	1,466	90	1,481	739
MISSISSIPPI	2,788	1,685	34	751	17
MISSOURI	6,227	3,935	101	1,251	409
MONTANA	824	512	11	101	42
NEBRASKA	1,927	784	66	672	132
NEVADA	1,134	676	10	225	59
NEW HAMPSHIRE	1,472	717	154	191	165
NEW JERSEY	9,897	5,414	198	863	1,292
NEW MEXICO	2,343	1,386	117	323	192
NEW YORK	23,769	13,738	365	2,805	2,940
NORTH CAROLINA	5,303	1,992	37	2,082	274
NORTH DAKOTA	693	352	38	204	43
OHIO	13,533	5,424	70	3,984	875
OKLAHOMA	4,207	2,853	22	754	158
OREGON	2,953	1,366	139	695	187
PENNSYLVANIA	12,481	7,159	80	2,862	1,377
PUERTO RICO	3,262	1,109	25	1,662	36
RHODE ISLAND	1,388	765	31	168	271
SOUTH CAROLINA	3,511	1,390	23	1,545	193
SOUTH DAKOTA	746	385	1	194	24
TENNESSEE	5,929	2,977	203	1,609	181
TEXAS	25,787	16,090	160	4,044	1,922
UTAH	2,477	1,135	38	589	127
VERMONT	792	257	85	164	132
VIRGINIA	6,933	3,475	59	1,751	779
WASHINGTON	4,976	2,225	26	880	241
WEST VIRGINIA	2,366	1,278	10	829	100
WISCONSIN	5,799	2,671	75	1,645	935
WYOMING	586	305	18	114	61
AMERICAN SAMOA	19	6	0	5	0
GUAM	119	93	1	9	2
NORTHERN MARIANAS	35	19	0	4	1
PALAU	5	1	0	1	0
VIRGIN ISLANDS	120	43	0	60	5
BUR. OF INDIAN AFFAIRS	484	329	30	60	26
U.S. AND OUTLYING AREAS	284,188	145,169	5,058	66,917	26,298
50 STATES, D.C & P.R.	283,406	144,678	5,027	66,778	26,264

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA5

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	195	83	42	128	28
ALASKA	69	14	0	20	1
ARIZONA	265	97	108	59	32
ARKANSAS	68	40	12	129	14
CALIFORNIA	922	639	1,126	512	291
COLORADO	370	95	154	0	39
CONNECTICUT	212	48	10	198	29
DELAWARE	0	18	30	0	4
DISTRICT OF COLUMBIA	17	3	17	13	0
FLORIDA	0	194	264	274	61
GEORGIA	0	96	45	254	37
HAWAII	28	7	11	20	3
IDAHO	54	16	6	39	4
ILLINOIS	0	198	194	167	67
INDIANA	123	97	57	97	46
IOWA	72	46	48	2	7
KANSAS	233	49	19	150	8
KENTUCKY	200	63	33	90	20
LOUISIANA	197	107	89	263	28
MAINE	178	9	8	99	6
MARYLAND	557	64	14	118	54
MASSACHUSETTS	537	123	65	144	48
MICHIGAN	472	181	633	0	60
MINNESOTA	0	118	99	246	34
MISSISSIPPI	83	62	98	0	25
MISSOURI	89	67	40	174	32
MONTANA	67	12	2	45	7
NEBRASKA	69	28	25	93	17
NEVADA	87	19	10	23	5
NEW HAMPSHIRE	50	22	5	148	6
NEW JERSEY	1,696	112	39	131	25
NEW MEXICO	139	33	17	79	13
NEW YORK	2,126	483	93	568	167
NORTH CAROLINA	239	106	58	298	33
NORTH DAKOTA	0	13	9	15	4
OHIO	2,285	187	180	315	96
OKLAHOMA	176	47	22	104	20
OREGON	0	89	65	194	48
PENNSYLVANIA	278	153	151	37	99
PUERTO RICO	194	69	27	45	30
RHODE ISLAND	29	24	6	76	2
SOUTH CAROLINA	46	80	58	78	32
SOUTH DAKOTA	82	12	10	11	3
TENNESSEE	318	83	82	331	49
TEXAS	680	421	351	1,441	203
UTAH	355	51	8	45	37
VERMONT	31	18	19	53	7
VIRGINIA	219	94	62	299	35
WASHINGTON	506	102	53	810	30
WEST VIRGINIA	0	24	17	44	14
WISCONSIN	0	87	92	172	20
WYOMING	1	12	7	46	4
AMERICAN SAMOA	5	3	0	0	0
GUAM	8	2	0	3	1
NORTHERN MARIANAS	9	1	0	0	1
PALAU	1	0	0	0	2
VIRGIN ISLANDS	7	0	0	2	0
BUR. OF INDIAN AFFAIRS	27	3	0	6	0
U.S. AND OUTLYING AREAS	14,671	4,924	4,690	8,708	1,988
50 STATES, D.C. & P.R.	14,614	4,915	4,690	8,697	1,984

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA5

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	32	1	21
ALASKA	9	0	3
ARIZONA	67	16	5
ARKANSAS	19	1	5
CALIFORNIA	436	18	127
COLORADO	13	12	28
CONNECTICUT	44	5	16
DELAWARE	20	9	0
DISTRICT OF COLUMBIA	3	2	1
FLORIDA	202	7	34
GEORGIA	81	3	28
HAWAII	7	11	4
IDAHO	14	1	10
ILLINOIS	147	7	52
INDIANA	122	7	41
IOWA	49	8	16
KANSAS	20	1	17
KENTUCKY	22	3	23
LOUISIANA	95	3	29
MAINE	15	0	16
MARYLAND	85	3	31
MASSACHUSETTS	95	6	63
MICHIGAN	311	0	0
MINNESOTA	83	3	39
MISSISSIPPI	20	3	10
MISSOURI	87	15	27
MONTANA	6	6	13
NEBRASKA	25	0	16
NEVADA	9	0	11
NEW HAMPSHIRE	9	1	4
NEW JERSEY	110	5	12
NEW MEXICO	20	6	18
NEW YORK	340	3	141
NORTH CAROLINA	149	3	32
NORTH DAKOTA	10	0	5
OHIO	65	2	50
OKLAHOMA	17	3	31
OREGON	130	8	32
PENNSYLVANIA	119	8	158
PUERTO RICO	52	10	3
RHODE ISLAND	9	0	7
SOUTH CAROLINA	55	0	11
SOUTH DAKOTA	20	0	4
TENNESSEE	68	2	26
TEXAS	362	13	100
UTAH	31	29	32
VERMONT	8	0	18
VIRGINIA	123	3	34
WASHINGTON	56	3	44
WEST VIRGINIA	26	5	19
WISCONSIN	68	0	34
WYOMING	5	0	13
AMERICAN SAMOA	0	0	0
GUAM	0	0	0
NORTHERN MARIANAS	0	0	0
PALAU	0	0	0
VIRGIN ISLANDS	2	0	1
BUR. OF INDIAN AFFAIRS	1	0	2
U.S. AND OUTLYING AREAS	3,993	255	1,517
50 STATES, D.C. & P.R.	3,990	255	1,514

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA6

Number of Children Served Under IDEA, Part B by Disability and Age, During the 1999-2000 School Year

DISABILITY	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD
SPECIFIC LEARNING DISABILITIES	.	.	.	37,369	87,436	160,840	239,255
SPEECH OR LANGUAGE IMPAIRMENTS	.	.	.	211,984	213,747	191,674	157,790
MENTAL RETARDATION	.	.	.	21,157	30,522	39,069	45,965
EMOTIONAL DISTURBANCE	.	.	.	9,009	15,934	24,144	31,755
MULTIPLE DISABILITIES	.	.	.	7,604	7,460	8,522	9,197
HEARING IMPAIRMENTS	.	.	.	4,393	5,117	5,698	6,166
ORTHOPEDIC IMPAIRMENTS	.	.	.	5,714	6,006	6,372	6,398
OTHER HEALTH IMPAIRMENTS	.	.	.	10,906	15,121	20,500	24,685
VISUAL IMPAIRMENTS	.	.	.	1,611	1,930	2,229	2,448
AUTISM	.	.	.	8,325	8,769	7,838	7,020
DEAF-BLINDNESS	.	.	.	110	142	129	145
TRAUMATIC BRAIN INJURY	.	.	.	471	630	826	979
DEVELOPMENTAL DELAY	.	.	.	10,021	5,153	3,103	1,027
ALL DISABILITIES	121,768	205,107	261,425	328,674	397,967	470,944	532,830

DISABILITY	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD
SPECIFIC LEARNING DISABILITIES	286,719	306,533	310,787	302,604	289,168	267,153	239,305
SPEECH OR LANGUAGE IMPAIRMENTS	110,737	72,250	43,908	29,956	20,451	14,063	10,545
MENTAL RETARDATION	49,916	52,085	53,119	54,085	54,203	52,764	49,613
EMOTIONAL DISTURBANCE	37,547	41,490	44,846	49,105	52,329	52,426	47,676
MULTIPLE DISABILITIES	9,154	9,375	8,373	8,134	8,014	7,797	7,656
HEARING IMPAIRMENTS	6,161	6,312	6,075	5,773	5,694	5,365	5,111
ORTHOPEDIC IMPAIRMENTS	6,253	6,068	5,595	5,555	5,294	4,922	4,538
OTHER HEALTH IMPAIRMENTS	26,362	26,890	24,573	23,629	21,908	19,828	17,267
VISUAL IMPAIRMENTS	2,116	2,224	2,100	2,059	1,981	1,999	1,998
AUTISM	5,864	5,223	4,025	3,717	3,252	2,765	2,533
DEAF-BLINDNESS	264	114	121	100	118	113	115
TRAUMATIC BRAIN INJURY	1,154	1,159	1,160	1,136	1,159	1,187	1,220
DEVELOPMENTAL DELAY	.	.	.	.	.	.	.
ALL DISABILITIES	542,247	529,723	504,682	485,853	463,571	430,382	387,577

DISABILITY	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD	21 YEARS OLD	22 YEARS OLD
SPECIFIC LEARNING DISABILITIES	199,628	112,987	24,796	5,602	1,784	136
SPEECH OR LANGUAGE IMPAIRMENTS	7,801	3,720	946	293	99	15
MENTAL RETARDATION	45,018	33,451	17,273	10,771	5,422	1,949
EMOTIONAL DISTURBANCE	37,552	17,938	5,372	2,110	878	94
MULTIPLE DISABILITIES	7,036	5,506	4,089	3,299	1,777	462
HEARING IMPAIRMENTS	4,882	3,087	1,210	474	153	24
ORTHOPEDIC IMPAIRMENTS	4,017	2,504	1,140	647	399	114
OTHER HEALTH IMPAIRMENTS	13,733	6,282	1,650	577	199	9
VISUAL IMPAIRMENTS	1,907	1,120	459	285	124	16
AUTISM	2,100	1,624	1,096	835	438	236
DEAF-BLINDNESS	119	94	80	60	21	7
TRAUMATIC BRAIN INJURY	1,276	847	375	206	89	6
DEVELOPMENTAL DELAY	.	.	.	.	.	.
ALL DISABILITIES	325,069	189,160	58,486	25,159	11,383	3,068

Please see data notes for an explanation of individual State differences.

Developmental delay is applicable only to children 3 through 9.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA7

Number of Children Served Under IDEA, Part B by Age, During the 1999-2000 School Year

	ALL DISABILITIES					
STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD
ALABAMA	1,181	2,194	3,960	5,227	6,034	7,223
ALASKA	347	551	735	931	1,133	1,408
ARIZONA	1,866	3,287	3,923	4,702	5,921	7,048
ARKANSAS	2,391	3,715	2,925	3,238	3,596	3,776
CALIFORNIA	11,907	21,499	25,085	31,246	40,366	49,848
COLORADO	1,520	3,043	3,504	3,677	4,651	5,727
CONNECTICUT	1,761	2,569	2,945	3,295	4,072	5,092
DELAWARE	367	524	750	926	1,128	1,361
DISTRICT OF COLUMBIA	119	265	176	273	389	700
FLORIDA	5,834	9,458	14,071	19,211	23,941	27,896
GEORGIA	2,478	5,380	8,064	10,682	12,373	13,823
HAWAII	410	599	851	1,106	1,489	1,661
IDAHO	789	1,314	1,523	1,700	1,939	2,409
ILLINOIS	5,232	9,587	13,374	16,882	20,531	23,894
INDIANA	3,027	4,772	6,700	9,056	11,349	13,308
IOWA	1,169	1,823	2,607	3,138	4,064	5,040
KANSAS	1,568	2,659	3,107	3,142	3,735	4,376
KENTUCKY	3,182	6,069	6,662	6,910	6,482	6,614
LOUISIANA	1,583	3,370	4,718	5,739	6,406	6,861
MAINE	1,008	1,537	1,409	1,656	2,120	2,531
MARYLAND	2,013	3,309	4,428	5,408	6,893	7,994
MASSACHUSETTS	3,571	6,085	4,912	7,062	9,456	11,421
MICHIGAN	3,936	6,311	8,872	11,012	13,047	16,081
MINNESOTA	2,598	3,988	4,784	5,249	5,919	7,401
MISSISSIPPI	882	1,866	4,064	5,227	5,163	4,614
MISSOURI	2,215	3,859	4,609	5,759	7,968	10,252
MONTANA	321	534	759	966	1,186	1,533
NEBRASKA	848	1,269	1,590	2,008	2,641	3,442
NEVADA	700	1,334	1,630	1,741	2,152	2,816
NEW HAMPSHIRE	487	783	923	1,003	1,488	1,843
NEW JERSEY	3,193	4,400	8,465	12,465	16,595	18,149
NEW MEXICO	1,220	1,932	1,963	2,394	2,908	3,596
NEW YORK	14,160	20,005	15,975	22,051	21,738	27,915
NORTH CAROLINA	3,124	5,674	8,563	10,798	12,712	13,952
NORTH DAKOTA	220	456	607	730	866	1,065
OHIO	3,852	6,055	9,434	11,290	14,617	17,778
OKLAHOMA	1,045	2,130	2,902	3,897	5,125	6,264
OREGON	1,553	2,370	2,464	3,111	4,246	5,866
PENNSYLVANIA	4,550	7,505	7,921	9,677	12,969	16,611
PUERTO RICO	1,199	2,360	2,715	3,033	3,625	4,425
RHODE ISLAND	502	875	1,274	1,627	2,031	2,333
SOUTH CAROLINA	1,440	3,595	6,317	7,427	8,380	8,857
SOUTH DAKOTA	463	794	1,010	1,070	1,287	1,379
TENNESSEE	1,726	3,224	5,740	7,662	8,938	9,850
TEXAS	6,772	11,536	17,771	22,945	28,225	32,921
UTAH	1,501	2,119	2,294	2,846	3,854	4,607
VERMONT	296	483	612	627	683	952
VIRGINIA	2,882	4,591	6,453	9,180	10,738	12,210
WASHINGTON	2,342	4,034	5,247	5,978	7,386	9,417
WEST VIRGINIA	888	1,690	2,831	3,159	3,711	4,079
WISCONSIN	2,924	4,844	6,166	6,763	7,519	8,331
WYOMING	404	631	632	640	863	993
AMERICAN SAMOA	15	25	15	22	9	62
GUAM	76	55	64	60	102	129
NORTHERN MARIANAS	22	17	9	21	26	30
PALAU	6	4	1	3	7	7
VIRGIN ISLANDS	32	67	68	62	72	70
BUR. OF INDIAN AFFAIRS	51	83	252	964	1,103	1,103
U.S. AND OUTLYING AREAS	121,768	205,107	261,425	328,674	397,967	470,944
50 STATES, D.C. & P.R.	121,566	204,856	261,016	327,542	396,648	469,543

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA7

Number of Children Served Under IDEA, Part B by Age, During the 1999-2000 School Year

ALL DISABILITIES

STATE	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD
ALABAMA	8,396	8,608	8,725	8,235	7,925	7,688
ALASKA	1,654	1,620	1,492	1,417	1,343	1,283
ARIZONA	8,243	8,437	8,415	8,173	7,524	6,770
ARKANSAS	4,324	4,523	4,581	4,491	4,476	4,494
CALIFORNIA	57,112	57,794	56,132	53,481	50,538	46,272
COLORADO	6,428	6,647	6,554	6,270	6,135	5,726
CONNECTICUT	6,047	6,266	6,464	6,229	5,975	5,886
DELAWARE	1,461	1,439	1,324	1,314	1,232	1,127
DISTRICT OF COLUMBIA	592	960	859	799	791	797
FLORIDA	32,246	33,052	31,882	29,196	28,032	26,313
GEORGIA	14,854	15,126	14,344	13,355	12,706	11,778
HAWAII	1,893	2,016	1,983	1,810	1,874	1,755
IDAHO	2,531	2,523	2,361	2,181	2,172	2,062
ILLINOIS	24,977	24,726	23,586	22,504	22,250	21,111
INDIANA	13,947	12,988	11,999	11,204	10,496	10,401
IOWA	5,885	6,064	5,872	5,999	5,954	5,882
KANSAS	5,021	4,995	4,658	4,446	4,398	4,373
KENTUCKY	6,862	7,014	6,869	6,570	6,234	5,733
LOUISIANA	7,226	7,578	7,478	7,445	7,375	7,401
MAINE	2,800	2,971	2,902	2,822	2,811	2,696
MARYLAND	9,541	10,328	10,114	9,605	9,027	8,722
MASSACHUSETTS	13,343	14,217	14,085	13,563	13,137	12,930
MICHIGAN	18,989	18,997	17,686	17,380	16,548	16,064
MINNESOTA	8,967	9,248	9,012	8,440	8,692	8,405
MISSISSIPPI	4,389	4,432	4,412	4,212	4,338	4,414
MISSOURI	12,028	12,287	12,046	11,121	10,861	10,802
MONTANA	1,681	1,557	1,535	1,546	1,514	1,485
NEBRASKA	3,991	3,901	3,607	3,441	3,297	3,123
NEVADA	3,330	3,271	3,198	2,919	2,839	2,628
NEW HAMPSHIRE	2,253	2,460	2,574	2,559	2,533	2,406
NEW JERSEY	18,585	18,039	17,123	16,516	15,734	14,962
NEW MEXICO	4,001	4,317	4,449	4,440	4,396	4,228
NEW YORK	33,945	34,142	35,212	33,455	32,503	32,477
NORTH CAROLINA	15,421	15,845	15,463	14,161	13,483	12,168
NORTH DAKOTA	1,087	1,110	1,079	1,052	1,070	1,051
OHIO	19,788	20,019	19,709	18,676	18,226	17,512
OKLAHOMA	7,321	7,643	7,222	6,735	6,516	6,251
OREGON	7,132	7,310	6,871	6,292	5,818	5,472
PENNSYLVANIA	19,761	20,146	19,580	18,661	18,143	17,357
PUERTO RICO	5,068	5,098	4,877	4,678	4,491	4,116
RHODE ISLAND	2,595	2,583	2,547	2,448	2,235	2,139
SOUTH CAROLINA	9,118	9,101	8,420	7,854	7,313	6,740
SOUTH DAKOTA	1,484	1,330	1,207	1,066	1,034	981
TENNESSEE	10,354	10,276	10,145	9,942	9,568	9,370
TEXAS	39,776	42,784	43,707	43,145	40,929	38,810
UTAH	5,018	4,656	4,482	4,117	3,913	3,649
VERMONT	999	1,051	1,164	1,283	1,133	1,208
VIRGINIA	13,739	14,016	13,739	12,778	12,338	11,935
WASHINGTON	10,690	10,654	10,011	9,156	8,600	8,175
WEST VIRGINIA	4,095	4,008	3,764	3,765	3,606	3,530
WISCONSIN	9,100	9,386	9,261	9,163	9,149	8,429
WYOMING	1,099	1,026	1,143	987	973	1,007
AMERICAN SAMOA	70	79	66	87	59	61
GUAM	160	202	250	193	198	179
NORTHERN MARIANAS	41	52	67	51	64	46
PALAU	0	11	8	8	24	18
VIRGIN ISLANDS	78	89	112	152	153	148
BUR. OF INDIAN AFFAIRS	1,294	1,229	1,296	1,094	1,157	1,025
U.S. AND OUTLYING AREAS	532,830	542,247	529,723	504,682	485,853	463,571
50 STATES, D.C. & P.R.	531,187	540,585	527,924	503,097	484,198	462,094

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA7

Number of Children Served Under IDEA, Part B by Age, During the 1999-2000 School Year

	ALL DISABILITIES					
STATE	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
ALABAMA	7,378	6,380	5,346	3,542	1,161	464
ALASKA	1,141	988	792	432	133	56
ARIZONA	5,949	4,956	4,061	2,483	919	404
ARKANSAS	4,275	3,909	3,537	2,033	475	105
CALIFORNIA	42,196	38,551	33,351	16,724	4,539	2,492
COLORADO	5,413	4,754	3,656	2,125	689	361
CONNECTICUT	5,465	4,895	4,248	2,388	676	368
DELAWARE	1,080	976	738	355	107	70
DISTRICT OF COLUMBIA	680	658	497	438	196	101
FLORIDA	23,753	20,440	16,212	9,449	3,045	1,363
GEORGIA	10,034	8,120	6,162	3,474	1,029	403
HAWAII	1,668	1,689	1,368	577	176	37
IDAHO	1,857	1,538	1,228	702	189	80
ILLINOIS	19,297	17,396	14,438	7,947	2,247	1,032
INDIANA	9,735	8,741	7,432	4,725	1,263	289
IOWA	5,525	5,024	4,273	2,567	755	278
KANSAS	4,049	3,697	3,189	1,871	536	148
KENTUCKY	5,074	4,228	3,762	2,239	755	226
LOUISIANA	7,171	6,185	5,016	3,091	1,278	467
MAINE	2,349	2,175	1,725	1,214	348	63
MARYLAND	7,717	6,846	5,678	2,677	808	527
MASSACHUSETTS	11,978	11,140	9,580	5,419	1,808	776
MICHIGAN	14,807	12,740	10,439	6,676	2,000	1,036
MINNESOTA	7,821	6,999	6,021	2,759	828	513
MISSISSIPPI	4,287	3,964	3,307	2,033	577	148
MISSOURI	9,572	8,407	6,937	4,165	1,272	514
MONTANA	1,376	1,219	1,003	638	142	38
NEBRASKA	2,838	2,506	2,148	1,327	373	162
NEVADA	2,317	2,063	1,631	832	183	75
NEW HAMPSHIRE	2,118	1,951	1,744	1,082	289	96
NEW JERSEY	14,438	13,544	12,225	6,688	1,821	980
NEW MEXICO	3,908	3,470	2,781	1,563	493	182
NEW YORK	32,281	31,089	23,630	14,187	6,187	2,786
NORTH CAROLINA	11,053	8,512	6,835	3,650	1,085	446
NORTH DAKOTA	901	855	770	489	143	58
OHIO	16,756	15,117	13,838	9,094	2,675	1,049
OKLAHOMA	5,863	5,277	4,751	3,229	820	126
OREGON	4,754	4,048	3,271	1,908	618	350
PENNSYLVANIA	16,348	15,625	13,840	8,684	2,439	998
PUERTO RICO	3,905	3,329	2,559	1,592	882	517
RHODE ISLAND	1,899	1,848	1,571	938	282	155
SOUTH CAROLINA	5,939	5,272	3,869	2,249	812	338
SOUTH DAKOTA	926	810	659	486	159	73
TENNESSEE	8,500	8,103	7,405	4,036	1,052	469
TEXAS	36,264	33,846	28,632	17,584	5,374	1,795
UTAH	3,611	3,322	2,923	1,422	465	324
VERMONT	1,016	994	780	536	139	64
VIRGINIA	11,238	9,899	8,629	4,848	1,274	510
WASHINGTON	7,557	6,680	5,332	3,275	1,115	508
WEST VIRGINIA	3,265	3,022	2,535	1,689	509	135
WISCONSIN	9,224	7,932	7,219	4,150	1,067	429
WYOMING	886	788	649	423	107	55
AMERICAN SAMOA	61	31	22	11	3	4
GUAM	148	152	143	79	26	11
NORTHERN MARIANAS	32	29	26	17	11	3
PALAU	11	4	6	1	2	2
VIRGIN ISLANDS	143	137	114	66	33	18
BUR. OF INDIAN AFFAIRS	535	707	536	282	97	82
U.S. AND OUTLYING AREAS	430,382	387,577	325,069	189,160	58,486	25,159
50 STATES, D.C. & P.R.	429,452	386,517	324,222	188,704	58,314	25,039

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA7

Number of Children Served Under IDEA, Part B by Age, During the 1999-2000 School Year

	ALL DISABILITIES	
STATE	21 YEARS OLD	22 YEARS OLD
ALABAMA	96	0
ALASKA	39	8
ARIZONA	255	0
ARKANSAS	0	0
CALIFORNIA	1,682	283
COLORADO	68	0
CONNECTICUT	81	0
DELAWARE	8	0
DISTRICT OF COLUMBIA	58	33
FLORIDA	804	36
GEORGIA	189	0
HAWAII	2	0
IDAHO	14	0
ILLINOIS	210	0
INDIANA	167	0
IOWA	51	1
KANSAS	68	4
KENTUCKY	52	4
LOUISIANA	244	94
MAINE	2	0
MARYLAND	76	0
MASSACHUSETTS	530	0
MICHIGAN	783	2,417
MINNESOTA	298	0
MISSISSIPPI	30	0
MISSOURI	276	0
MONTANA	6	0
NEBRASKA	65	10
NEVADA	44	0
NEW HAMPSHIRE	5	0
NEW JERSEY	408	0
NEW MEXICO	105	20
NEW YORK	609	0
NORTH CAROLINA	122	10
NORTH DAKOTA	3	0
OHIO	715	0
OKLAHOMA	32	3
OREGON	77	0
PENNSYLVANIA	360	0
PUERTO RICO	271	57
RHODE ISLAND	13	0
SOUTH CAROLINA	112	0
SOUTH DAKOTA	28	0
TENNESSEE	372	11
TEXAS	1,034	0
UTAH	266	9
VERMONT	53	0
VIRGINIA	301	62
WASHINGTON	78	0
WEST VIRGINIA	33	2
WISCONSIN	153	0
WYOMING	1	0
AMERICAN SAMOA	1	0
GUAM	3	3
NORTHERN MARIANAS	4	1
PALAU	0	0
VIRGIN ISLANDS	3	0
BUR. OF INDIAN AFFAIRS	23	0
U.S. AND OUTLYING AREAS	11,383	3,068
50 STATES, D.C. & P.R.	11,349	3,064

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA8

Percentage (Based on Estimated Resident Population) of Children Served Under IDEA, Part B by Age Group, During the 1999-2000 School Year

ALL DISABILITIES

	AGE GROUP				
STATE	3-5	6-17	18-21	3-17	3-21
ALABAMA	4.22	12.16	2.01	10.61	8.66
ALASKA	5.29	11.13	1.51	10.05	8.28
ARIZONA	3.93	9.19	1.48	8.09	6.77
ARKANSAS	8.49	11.01	1.73	10.52	8.64
CALIFORNIA	3.79	9.45	1.30	8.27	6.82
COLORADO	4.71	9.11	1.36	8.27	6.81
CONNECTICUT	5.40	11.33	2.30	10.18	8.77
DELAWARE	5.49	11.54	1.30	10.35	8.42
DISTRICT OF COLUMBIA	3.33	12.90	3.09	10.86	8.95
FLORIDA	5.07	12.90	2.00	11.39	9.55
GEORGIA	4.66	10.52	1.11	9.35	7.60
HAWAII	3.77	10.59	1.10	9.19	7.33
IDAHO	6.54	10.24	1.11	9.55	7.59
ILLINOIS	5.23	11.87	1.67	10.52	8.71
INDIANA	5.79	12.67	1.85	11.33	9.30
IOWA	5.02	12.56	2.09	11.19	9.16
KANSAS	6.67	10.48	1.58	9.77	7.96
KENTUCKY	10.19	11.07	1.35	10.90	8.70
LOUISIANA	5.15	10.09	1.72	9.16	7.46
MAINE	9.55	14.14	2.41	13.38	11.05
MARYLAND	4.61	10.99	1.55	9.76	8.18
MASSACHUSETTS	6.11	14.26	2.81	12.68	10.74
MICHIGAN	4.74	10.39	1.86	9.34	7.80
MINNESOTA	5.80	10.43	1.57	9.59	7.94
MISSISSIPPI	5.62	10.36	1.51	9.45	7.65
MISSOURI	4.85	12.27	1.96	10.89	9.00
MONTANA	4.93	10.40	1.48	9.47	7.67
NEBRASKA	5.34	12.08	1.85	10.83	8.88
NEVADA	4.29	9.65	1.24	8.52	7.18
NEW HAMPSHIRE	4.75	11.61	2.46	10.40	8.92
NEW JERSEY	4.79	13.99	2.48	12.16	10.30
NEW MEXICO	6.45	13.31	2.15	12.00	9.96
NEW YORK	6.70	12.13	2.49	11.04	9.29
NORTH CAROLINA	5.45	11.57	1.27	10.37	8.50
NORTH DAKOTA	5.28	10.33	1.64	9.44	7.60
OHIO	4.28	10.42	2.10	9.27	7.75
OKLAHOMA	4.46	12.07	2.03	10.67	8.78
OREGON	4.84	11.38	1.57	10.14	8.32
PENNSYLVANIA	4.50	10.00	2.01	8.99	7.57
PUERTO RICO	3.27	6.51	1.20	5.86	4.82
RHODE ISLAND	6.90	15.58	2.74	13.95	11.72
SOUTH CAROLINA	7.52	13.55	1.50	12.42	9.95
SOUTH DAKOTA	7.48	9.58	1.52	9.20	7.48
TENNESSEE	4.88	12.23	1.91	10.79	8.87
TEXAS	3.71	11.50	2.05	9.90	8.25
UTAH	4.92	10.26	1.37	9.15	7.30
VERMONT	6.92	11.85	2.40	11.03	9.18
VIRGINIA	5.12	12.52	1.75	11.07	9.00
WASHINGTON	4.91	9.80	1.48	8.88	7.31
WEST VIRGINIA	8.58	15.13	2.20	13.93	11.14
WISCONSIN	6.79	10.72	1.86	10.02	8.28
WYOMING	8.94	12.26	1.74	11.69	9.35
AMERICAN SAMOA	1.02	3.45	0.42	2.90	2.49
GUAM	1.60	5.46	1.40	4.46	4.00
NORTHERN MARIANAS	1.29	4.21	0.83	3.49	2.92
PALAU	.	.	.	.	.
VIRGIN ISLANDS	2.45	4.93	1.57	4.43	3.90
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	5.02	11.20	1.79	9.99	8.27
50 STATES AND D.C.	5.05	11.26	1.80	10.05	8.32

Please see data notes for an explanation of individual State differences.
Resident population data are provided from the Population Estimates Program, Population Division.
Population figures are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the Outlying Areas are projections from the Census Bureau, International Programs Center.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA9

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	9.44	4.27	1.61	2.18	0.55
ALASKA	8.79	5.06	1.84	0.44	0.45
ARIZONA	7.34	4.31	1.28	0.60	0.51
ARKANSAS	8.67	3.79	1.54	1.97	0.08
CALIFORNIA	7.42	4.41	1.59	0.43	0.27
COLORADO	7.18	3.57	1.32	0.35	0.90
CONNECTICUT	9.41	4.52	1.73	0.55	1.03
DELAWARE	8.95	5.51	0.92	1.25	0.39
DISTRICT OF COLUMBIA	10.03	4.49	0.73	1.68	1.23
FLORIDA	10.37	5.03	2.37	1.23	1.16
GEORGIA	8.15	2.59	1.73	1.64	1.30
HAWAII	8.00	4.01	0.89	1.09	1.19
IDAHO	7.76	4.54	1.24	0.65	0.23
ILLINOIS	9.38	4.71	2.01	0.97	1.09
INDIANA	9.94	4.23	2.58	1.58	0.82
IOWA	9.84	4.93	0.75	2.33	1.43
KANSAS	8.18	3.62	1.72	0.82	0.66
KENTUCKY	8.44	2.36	1.98	2.02	0.64
LOUISIANA	7.85	3.30	1.67	1.12	0.49
MAINE	11.28	4.78	2.70	0.39	1.41
MARYLAND	8.83	3.93	2.12	0.58	0.75
MASSACHUSETTS	11.59	7.10	1.74	1.14	1.00
MICHIGAN	8.33	3.94	1.65	1.01	0.79
MINNESOTA	8.30	3.36	1.37	0.85	1.52
MISSISSIPPI	8.01	3.96	2.34	0.90	0.08
MISSOURI	9.71	5.13	2.00	0.98	0.74
MONTANA	8.09	4.55	1.53	0.55	0.46
NEBRASKA	9.48	3.97	2.31	1.47	0.69
NEVADA	7.78	4.95	1.29	0.41	0.40
NEW HAMPSHIRE	9.62	4.75	1.95	0.37	0.87
NEW JERSEY	11.36	6.31	2.47	0.30	0.78
NEW MEXICO	10.59	6.43	1.95	0.45	0.73
NEW YORK	9.78	5.27	1.45	0.41	1.14
NORTH CAROLINA	9.06	3.90	1.63	1.68	0.60
NORTH DAKOTA	7.97	3.67	2.23	0.79	0.63
OHIO	8.36	3.22	1.60	1.98	0.56
OKLAHOMA	9.50	5.36	1.73	1.11	0.47
OREGON	8.93	4.58	1.99	0.57	0.59
PENNSYLVANIA	8.09	4.45	1.39	1.04	0.72
PUERTO RICO	5.11	2.66	0.62	1.28	0.08
RHODE ISLAND	12.57	7.29	2.22	0.52	1.11
SOUTH CAROLINA	10.37	4.63	2.39	1.97	0.68
SOUTH DAKOTA	7.47	3.88	1.70	0.76	0.33
TENNESSEE	9.59	4.61	2.05	1.26	0.29
TEXAS	9.12	5.29	1.41	0.51	0.72
UTAH	7.75	4.50	1.38	0.51	0.60
VERMONT	9.52	3.64	1.53	1.06	1.55
VIRGINIA	9.70	4.81	1.56	0.95	0.86
WASHINGTON	7.73	3.73	1.24	0.52	0.37
WEST VIRGINIA	11.56	5.02	2.80	2.36	0.56
WISCONSIN	8.52	4.05	1.37	1.04	1.28
WYOMING	9.41	4.83	2.17	0.55	0.75
AMERICAN SAMOA	2.84	2.28	0.10	0.24	0.02
GUAM	4.67	3.49	0.45	0.22	0.03
NORTHERN MARIANAS	3.30	2.16	0.11	0.34	0.06
PALAU	.	.	.	.	.
VIRGIN ISLANDS	4.19	1.71	0.55	1.38	0.16
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	8.87	4.48	1.70	0.96	0.73
50 STATES AND D.C.	8.92	4.50	1.72	0.95	0.74

Please see data notes for an explanation of individual State differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Resident population data are provided from the Population Estimates Program, Population Division. Population figures are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the Outlying Areas are projections from the Census Bureau, International Programs Center.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.14	0.10	0.06	0.34	0.04
ALASKA	0.28	0.14	0.04	0.39	0.02
ARIZONA	0.14	0.13	0.09	0.13	0.04
ARKANSAS	0.18	0.10	0.03	0.83	0.04
CALIFORNIA	0.07	0.12	0.15	0.21	0.05
COLORADO	0.31	0.13	0.51	0.00	0.03
CONNECTICUT	0.28	0.10	0.04	0.94	0.05
DELAWARE	0.00	0.14	0.53	0.00	0.04
DISTRICT OF COLUMBIA	0.14	0.03	0.16	0.79	0.39
FLORIDA	0.00	0.10	0.14	0.20	0.03
GEORGIA	0.00	0.08	0.05	0.62	0.03
HAWAII	0.10	0.11	0.05	0.39	0.03
IDAHO	0.15	0.09	0.04	0.34	0.03
ILLINOIS	0.00	0.12	0.10	0.22	0.04
INDIANA	0.08	0.12	0.09	0.20	0.06
IOWA	0.05	0.09	0.12	0.01	0.02
KANSAS	0.37	0.09	0.07	0.68	0.03
KENTUCKY	0.24	0.08	0.05	0.62	0.05
LOUISIANA	0.09	0.12	0.13	0.66	0.04
MAINE	0.93	0.09	0.03	0.75	0.03
MARYLAND	0.52	0.11	0.04	0.56	0.04
MASSACHUSETTS	0.21	0.11	0.07	0.09	0.05
MICHIGAN	0.12	0.13	0.50	0.00	0.04
MINNESOTA	0.00	0.16	0.13	0.59	0.03
MISSISSIPPI	0.07	0.08	0.22	0.00	0.03
MISSOURI	0.06	0.09	0.06	0.49	0.03
MONTANA	0.26	0.09	0.03	0.47	0.03
NEBRASKA	0.09	0.14	0.11	0.51	0.05
NEVADA	0.15	0.09	0.07	0.30	0.03
NEW HAMPSHIRE	0.13	0.10	0.05	1.21	0.05
NEW JERSEY	1.00	0.08	0.04	0.23	0.02
NEW MEXICO	0.25	0.11	0.06	0.42	0.04
NEW YORK	0.53	0.15	0.07	0.56	0.05
NORTH CAROLINA	0.10	0.12	0.06	0.77	0.04
NORTH DAKOTA	0.00	0.09	0.09	0.34	0.03
OHIO	0.50	0.10	0.09	0.20	0.04
OKLAHOMA	0.20	0.09	0.06	0.34	0.04
OREGON	0.00	0.13	0.10	0.57	0.04
PENNSYLVANIA	0.07	0.10	0.05	0.06	0.04
PUERTO RICO	0.12	0.08	0.05	0.12	0.05
RHODE ISLAND	0.13	0.11	0.07	0.97	0.03
SOUTH CAROLINA	0.03	0.12	0.09	0.33	0.04
SOUTH DAKOTA	0.31	0.06	0.05	0.24	0.03
TENNESSEE	0.14	0.11	0.09	0.72	0.07
TEXAS	0.09	0.12	0.11	0.71	0.05
UTAH	0.21	0.15	0.03	0.16	0.06
VERMONT	0.08	0.16	0.08	0.83	0.04
VIRGINIA	0.12	0.08	0.06	0.67	0.03
WASHINGTON	0.21	0.12	0.07	1.27	0.02
WEST VIRGINIA	0.00	0.09	0.05	0.52	0.05
WISCONSIN	0.00	0.11	0.11	0.38	0.03
WYOMING	0.01	0.14	0.11	0.66	0.05
AMERICAN SAMOA	0.11	0.05	0.00	0.00	0.01
GUAM	0.16	0.07	0.02	0.13	0.03
NORTHERN MARIANAS	0.25	0.09	0.04	0.06	0.03
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.10	0.03	0.02	0.10	0.05
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.18	0.11	0.11	0.40	0.04
50 STATES AND D.C.	0.18	0.11	0.11	0.40	0.04

Please see data notes for an explanation of individual State differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Resident population data are provided from the Population Estimates Program, Population Division.
Population figures are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the Outlying Areas are projections from the Census Bureau, International Programs Center.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.07	0.00	0.02	0.06
ALASKA	0.09	0.00	0.04	0.00
ARIZONA	0.08	0.01	0.01	0.00
ARKANSAS	0.09	0.00	0.02	0.00
CALIFORNIA	0.11	0.00	0.01	0.00
COLORADO	0.04	0.01	0.02	0.00
CONNECTICUT	0.14	0.01	0.01	0.00
DELAWARE	0.15	0.03	0.00	0.00
DISTRICT OF COLUMBIA	0.07	0.29	0.01	0.00
FLORIDA	0.10	0.00	0.01	0.00
GEORGIA	0.09	0.00	0.02	0.00
HAWAII	0.08	0.04	0.02	0.00
IDAHO	0.07	0.00	0.05	0.34
ILLINOIS	0.09	0.00	0.02	0.00
INDIANA	0.15	0.00	0.03	0.00
IOWA	0.08	0.01	0.02	0.00
KANSAS	0.07	0.00	0.02	0.04
KENTUCKY	0.08	0.00	0.02	0.29
LOUISIANA	0.09	0.00	0.03	0.13
MAINE	0.13	0.00	0.04	0.00
MARYLAND	0.13	0.00	0.03	0.00
MASSACHUSETTS	0.05	0.00	0.02	0.00
MICHIGAN	0.15	0.00	0.00	0.01
MINNESOTA	0.17	0.00	0.03	0.08
MISSISSIPPI	0.05	0.00	0.02	0.25
MISSOURI	0.11	0.00	0.02	0.00
MONTANA	0.06	0.01	0.03	0.00
NEBRASKA	0.07	0.00	0.04	0.00
NEVADA	0.07	0.00	0.03	0.00
NEW HAMPSHIRE	0.10	0.00	0.02	0.01
NEW JERSEY	0.14	0.00	0.00	0.00
NEW MEXICO	0.04	0.00	0.05	0.04
NEW YORK	0.13	0.00	0.03	0.00
NORTH CAROLINA	0.14	0.00	0.02	0.00
NORTH DAKOTA	0.06	0.00	0.02	0.01
OHIO	0.06	0.00	0.02	0.00
OKLAHOMA	0.07	0.00	0.03	0.00
OREGON	0.29	0.00	0.04	0.00
PENNSYLVANIA	0.10	0.00	0.06	0.00
PUERTO RICO	0.04	0.00	0.00	0.00
RHODE ISLAND	0.11	0.00	0.03	0.00
SOUTH CAROLINA	0.08	0.00	0.01	0.00
SOUTH DAKOTA	0.09	0.00	0.02	0.00
TENNESSEE	0.07	0.00	0.02	0.17
TEXAS	0.10	0.00	0.02	0.00
UTAH	0.07	0.02	0.05	0.00
VERMONT	0.12	0.00	0.06	0.36
VIRGINIA	0.11	0.00	0.02	0.42
WASHINGTON	0.10	0.00	0.02	0.07
WEST VIRGINIA	0.07	0.01	0.03	0.00
WISCONSIN	0.11	0.00	0.03	0.00
WYOMING	0.07	0.00	0.07	0.00
AMERICAN SAMOA	0.00	0.00	0.01	0.00
GUAM	0.02	0.00	0.00	0.05
NORTHERN MARIANAS	0.02	0.00	0.01	0.13
PALAU	.	.	.	.
VIRGIN ISLANDS	0.02	0.00	0.01	0.06
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	0.10	0.00	0.02	0.03
50 STATES AND D.C.	0.10	0.00	0.02	0.03

Please see data notes for an explanation of individual State differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Resident population data are provided from the Population Estimates Program, Population Division. Population figures are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the Outlying Areas are projections from the Census Bureau, International Programs Center.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA10

Percentage (Based on Estimated Resident Population) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	12.16	5.51	2.19	2.68	0.71
ALASKA	11.13	6.39	2.42	0.51	0.56
ARIZONA	9.19	5.41	1.69	0.70	0.64
ARKANSAS	11.01	4.75	2.05	2.44	0.10
CALIFORNIA	9.45	5.64	2.11	0.49	0.33
COLORADO	9.11	4.53	1.75	0.40	1.14
CONNECTICUT	11.33	5.47	2.17	0.59	1.20
DELAWARE	11.54	7.18	1.24	1.51	0.50
DISTRICT OF COLUMBIA	12.90	5.81	1.03	1.95	1.53
FLORIDA	12.90	6.25	3.07	1.44	1.43
GEORGIA	10.52	3.35	2.31	2.02	1.69
HAWAII	10.59	5.35	1.23	1.38	1.56
IDAHO	10.24	6.01	1.69	0.78	0.30
ILLINOIS	11.87	5.96	2.66	1.15	1.37
INDIANA	12.67	5.31	3.44	1.94	1.05
IOWA	12.56	6.30	1.01	2.93	1.84
KANSAS	10.48	4.62	2.31	0.97	0.83
KENTUCKY	11.07	3.04	2.71	2.56	0.85
LOUISIANA	10.09	4.18	2.27	1.36	0.64
MAINE	14.14	5.93	3.51	0.45	1.77
MARYLAND	10.99	4.90	2.73	0.66	0.92
MASSACHUSETTS	14.26	8.86	2.23	1.29	1.20
MICHIGAN	10.39	4.93	2.16	1.16	0.99
MINNESOTA	10.43	4.26	1.79	0.96	1.92
MISSISSIPPI	10.36	5.06	3.18	1.08	0.11
MISSOURI	12.27	6.41	2.65	1.17	0.94
MONTANA	10.40	5.82	2.06	0.68	0.60
NEBRASKA	12.08	5.07	3.08	1.76	0.88
NEVADA	9.65	6.15	1.66	0.46	0.49
NEW HAMPSHIRE	11.61	5.74	2.42	0.38	1.03
NEW JERSEY	13.99	7.78	3.19	0.32	0.91
NEW MEXICO	13.31	8.10	2.55	0.50	0.91
NEW YORK	12.13	6.51	1.90	0.45	1.40
NORTH CAROLINA	11.57	5.00	2.15	2.06	0.77
NORTH DAKOTA	10.33	4.73	3.04	0.91	0.82
OHIO	10.42	4.00	2.12	2.43	0.70
OKLAHOMA	12.07	6.73	2.32	1.36	0.61
OREGON	11.38	5.87	2.63	0.64	0.76
PENNSYLVANIA	10.00	5.49	1.83	1.22	0.88
PUERTO RICO	6.51	3.47	0.84	1.52	0.10
RHODE ISLAND	15.58	9.05	2.87	0.58	1.28
SOUTH CAROLINA	13.55	6.08	3.25	2.44	0.90
SOUTH DAKOTA	9.58	4.98	2.30	0.89	0.43
TENNESSEE	12.23	5.86	2.73	1.51	0.37
TEXAS	11.50	6.63	1.88	0.57	0.91
UTAH	10.26	6.02	1.92	0.59	0.80
VERMONT	11.85	4.59	1.94	1.24	1.92
VIRGINIA	12.52	6.21	2.10	1.13	1.10
WASHINGTON	9.80	4.75	1.65	0.60	0.46
WEST VIRGINIA	15.13	6.49	3.86	2.97	0.73
WISCONSIN	10.72	5.11	1.81	1.21	1.61
WYOMING	12.26	6.30	2.97	0.63	0.97
AMERICAN SAMOA	3.45	2.82	0.13	0.27	0.03
GUAM	5.46	4.07	0.55	0.25	0.03
NORTHERN MARIANAS	4.21	2.79	0.15	0.43	0.08
PALAU	.	.	.	.	.
VIRGIN ISLANDS	4.93	2.03	0.71	1.55	0.19
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	11.20	5.66	2.25	1.14	0.92
50 STATES AND D.C.	11.26	5.68	2.27	1.13	0.93

Please see d a notes for an explanation of individual State differences.
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Table AA10

Percentage (Based on Estimated Resident Population) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.16	0.13	0.08	0.45	0.05
ALASKA	0.32	0.17	0.05	0.50	0.03
ARIZONA	0.16	0.16	0.11	0.17	0.05
ARKANSAS	0.22	0.13	0.04	1.08	0.05
CALIFORNIA	0.07	0.15	0.17	0.27	0.06
COLORADO	0.36	0.15	0.66	0.00	0.04
CONNECTICUT	0.32	0.12	0.05	1.16	0.06
DELAWARE	0.00	0.18	0.68	0.00	0.04
DISTRICT OF COLUMBIA	0.18	0.04	0.20	1.10	0.55
FLORIDA	0.00	0.12	0.17	0.25	0.04
GEORGIA	0.00	0.10	0.07	0.82	0.04
HAWAII	0.12	0.14	0.06	0.53	0.04
IDAHO	0.18	0.11	0.05	0.45	0.05
ILLINOIS	0.00	0.15	0.12	0.28	0.05
INDIANA	0.10	0.15	0.12	0.26	0.07
IOWA	0.05	0.11	0.15	0.02	0.02
KANSAS	0.45	0.11	0.09	0.88	0.04
KENTUCKY	0.30	0.10	0.06	0.84	0.06
LOUISIANA	0.09	0.15	0.16	0.86	0.05
MAINE	1.15	0.11	0.03	0.94	0.04
MARYLAND	0.62	0.14	0.05	0.71	0.05
MASSACHUSETTS	0.22	0.13	0.08	0.11	0.06
MICHIGAN	0.13	0.16	0.62	0.00	0.05
MINNESOTA	0.00	0.19	0.16	0.74	0.04
MISSISSIPPI	0.08	0.10	0.29	0.00	0.04
MISSOURI	0.08	0.11	0.07	0.63	0.04
MONTANA	0.31	0.12	0.04	0.61	0.03
NEBRASKA	0.10	0.18	0.14	0.66	0.07
NEVADA	0.17	0.11	0.08	0.38	0.04
NEW HAMPSHIRE	0.14	0.11	0.07	1.48	0.06
NEW JERSEY	1.17	0.10	0.04	0.28	0.02
NEW MEXICO	0.29	0.14	0.07	0.53	0.05
NEW YORK	0.63	0.18	0.09	0.72	0.06
NORTH CAROLINA	0.12	0.15	0.08	1.00	0.05
NORTH DAKOTA	0.00	0.11	0.11	0.45	0.04
OHIO	0.54	0.12	0.11	0.25	0.05
OKLAHOMA	0.24	0.12	0.07	0.44	0.05
OREGON	0.00	0.16	0.12	0.73	0.05
PENNSYLVANIA	0.08	0.12	0.06	0.08	0.05
PUERTO RICO	0.14	0.10	0.06	0.16	0.06
RHODE ISLAND	0.15	0.13	0.08	1.22	0.04
SOUTH CAROLINA	0.03	0.15	0.11	0.43	0.05
SOUTH DAKOTA	0.37	0.08	0.06	0.31	0.03
TENNESSEE	0.16	0.13	0.11	0.93	0.08
TEXAS	0.11	0.15	0.13	0.91	0.06
UTAH	0.22	0.20	0.04	0.21	0.08
VERMONT	0.08	0.19	0.09	1.05	0.04
VIRGINIA	0.14	0.11	0.07	0.88	0.04
WASHINGTON	0.23	0.15	0.08	1.61	0.03
WEST VIRGINIA	0.00	0.12	0.06	0.70	0.07
WISCONSIN	0.00	0.14	0.13	0.49	0.04
WYOMING	0.01	0.17	0.14	0.86	0.06
AMERICAN SAMOA	0.11	0.05	0.01	0.01	0.02
GUAM	0.17	0.09	0.03	0.15	0.03
NORTHERN MARIANAS	0.27	0.11	0.06	0.09	0.03
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.10	0.04	0.03	0.12	0.06
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.20	0.14	0.14	0.51	0.05
50 STATES AND D.C.	0.20	0.14	0.14	0.51	0.05

Please see data notes for an explanation of individual State differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Resident population data are provided from the Population Estimates Program, Population Division. Population figures are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the Outlying Areas are projections from the Census Bureau, International Programs Center.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA10

Percentage (Based on Estimated Resident Population) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.09	0.00	0.03	0.08
ALASKA	0.11	0.00	0.05	0.00
ARIZONA	0.10	0.01	0.01	0.00
ARKANSAS	0.12	0.00	0.03	0.00
CALIFORNIA	0.13	0.00	0.02	0.00
COLORADO	0.05	0.01	0.03	0.00
CONNECTICUT	0.18	0.01	0.01	0.00
DELAWARE	0.19	0.03	0.00	0.00
DISTRICT OF COLUMBIA	0.10	0.41	0.01	0.00
FLORIDA	0.12	0.00	0.01	0.00
GEORGIA	0.11	0.00	0.02	0.00
HAWAII	0.10	0.05	0.03	0.00
IDAHO	0.09	0.01	0.06	0.46
ILLINOIS	0.11	0.00	0.03	0.00
INDIANA	0.19	0.00	0.04	0.00
IOWA	0.10	0.01	0.03	0.00
KANSAS	0.09	0.00	0.03	0.05
KENTUCKY	0.11	0.00	0.02	0.40
LOUISIANA	0.12	0.00	0.03	0.17
MAINE	0.16	0.00	0.04	0.00
MARYLAND	0.16	0.00	0.03	0.00
MASSACHUSETTS	0.05	0.00	0.02	0.00
MICHIGAN	0.18	0.00	0.00	0.01
MINNESOTA	0.21	0.00	0.03	0.11
MISSISSIPPI	0.06	0.00	0.02	0.34
MISSOURI	0.13	0.00	0.03	0.00
MONTANA	0.08	0.01	0.03	0.00
NEBRASKA	0.09	0.00	0.05	0.01
NEVADA	0.08	0.00	0.03	0.00
NEW HAMPSHIRE	0.12	0.00	0.03	0.02
NEW JERSEY	0.17	0.00	0.00	0.00
NEW MEXICO	0.05	0.00	0.06	0.05
NEW YORK	0.16	0.00	0.04	0.00
NORTH CAROLINA	0.17	0.00	0.03	0.00
NORTH DAKOTA	0.08	0.00	0.02	0.02
OHIO	0.08	0.00	0.02	0.00
OKLAHOMA	0.09	0.00	0.04	0.00
OREGON	0.37	0.00	0.05	0.00
PENNSYLVANIA	0.13	0.00	0.07	0.00
PUERTO RICO	0.05	0.00	0.00	0.00
RHODE ISLAND	0.14	0.00	0.03	0.00
SOUTH CAROLINA	0.10	0.00	0.01	0.00
SOUTH DAKOTA	0.11	0.00	0.02	0.00
TENNESSEE	0.08	0.00	0.03	0.23
TEXAS	0.13	0.00	0.02	0.00
UTAH	0.10	0.03	0.06	0.00
VERMONT	0.15	0.01	0.06	0.48
VIRGINIA	0.14	0.00	0.02	0.57
WASHINGTON	0.13	0.00	0.03	0.10
WEST VIRGINIA	0.08	0.01	0.03	0.00
WISCONSIN	0.15	0.00	0.03	0.01
WYOMING	0.09	0.00	0.08	0.00
AMERICAN SAMOA	0.01	0.00	0.01	0.00
GUAM	0.02	0.01	0.01	0.06
NORTHERN MARIANAS	0.03	0.00	0.02	0.17
PALAU	.	.	.	.
VIRGIN ISLANDS	0.01	0.00	0.01	0.08
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	0.13	0.00	0.03	0.04
50 STATES AND D.C.	0.13	0.00	0.03	0.04

Please see data notes for an explanation of individual State differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Resident population data are provided from the Population Estimates Program, Population Division. Population figures are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the Outlying Areas are projections from the Census Bureau, International Programs Center.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA11

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	11.93	5.41	2.15	2.63	0.69
ALASKA	11.12	6.39	2.42	0.51	0.56
ARIZONA	9.19	5.41	1.68	0.70	0.64
ARKANSAS	11.53	4.98	2.14	2.56	0.10
CALIFORNIA	9.20	5.49	2.05	0.48	0.32
COLORADO	9.27	4.61	1.78	0.41	1.16
CONNECTICUT	11.54	5.57	2.21	0.60	1.22
DELAWARE	12.41	7.72	1.33	1.62	0.54
DISTRICT OF COLUMBIA	11.30	5.09	0.90	1.71	1.34
FLORIDA	13.12	6.35	3.13	1.47	1.45
GEORGIA	10.08	3.20	2.21	1.94	1.62
HAWAII	10.98	5.55	1.27	1.43	1.62
IDAHO	10.00	5.87	1.65	0.76	0.29
ILLINOIS	12.36	6.21	2.77	1.19	1.42
INDIANA	13.14	5.51	3.57	2.02	1.09
IOWA	12.57	6.31	1.01	2.93	1.84
KANSAS	10.67	4.71	2.35	0.99	0.85
KENTUCKY	11.36	3.12	2.78	2.63	0.88
LOUISIANA	11.53	4.77	2.60	1.56	0.73
MAINE	13.50	5.66	3.35	0.43	1.69
MARYLAND	11.56	5.16	2.87	0.70	0.97
MASSACHUSETTS	14.54	9.03	2.28	1.32	1.22
MICHIGAN	10.73	5.09	2.24	1.20	1.03
MINNESOTA	10.76	4.39	1.85	0.99	1.98
MISSISSIPPI	10.57	5.16	3.24	1.10	0.11
MISSOURI	13.22	6.90	2.86	1.26	1.01
MONTANA	10.56	5.91	2.09	0.69	0.61
NEBRASKA	12.84	5.39	3.27	1.87	0.93
NEVADA	9.46	6.03	1.62	0.45	0.48
NEW HAMPSHIRE	11.94	5.90	2.49	0.39	1.06
NEW JERSEY	14.63	8.13	3.33	0.33	0.95
NEW MEXICO	13.84	8.42	2.65	0.52	0.95
NEW YORK	12.50	6.70	1.96	0.47	1.45
NORTH CAROLINA	11.97	5.18	2.23	2.14	0.80
NORTH DAKOTA	10.42	4.77	3.06	0.91	0.83
OHIO	11.07	4.25	2.26	2.58	0.74
OKLAHOMA	11.50	6.42	2.21	1.30	0.58
OREGON	11.78	6.07	2.72	0.66	0.79
PENNSYLVANIA	10.93	6.00	2.00	1.34	0.96
PUERTO RICO	8.06	4.29	1.04	1.88	0.13
RHODE ISLAND	16.53	9.60	3.05	0.62	1.36
SOUTH CAROLINA	13.65	6.12	3.27	2.46	0.91
SOUTH DAKOTA	10.11	5.25	2.43	0.94	0.45
TENNESSEE	12.12	5.81	2.71	1.50	0.37
TEXAS	10.73	6.19	1.76	0.53	0.85
UTAH	9.84	5.78	1.84	0.56	0.77
VERMONT	11.21	4.34	1.84	1.18	1.82
VIRGINIA	12.38	6.14	2.08	1.12	1.09
WASHINGTON	9.94	4.81	1.67	0.61	0.47
WEST VIRGINIA	14.62	6.27	3.73	2.87	0.71
WISCONSIN	11.55	5.51	1.95	1.30	1.73
WYOMING	12.05	6.18	2.91	0.62	0.95
AMERICAN SAMOA	4.05	3.32	0.15	0.32	0.03
GUAM	5.99	4.46	0.61	0.28	0.03
NORTHERN MARIANAS	5.00	3.31	0.18	0.51	0.09
PALAU	.	.	.	.	.
VIRGIN ISLANDS	6.68	2.75	0.96	2.10	0.25
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	11.38	5.75	2.29	1.15	0.94
50 STATES, D.C. & P.R.	11.36	5.73	2.28	1.15	0.94

Please see data notes for an explanation of individual State differences.
Developmental delay is applicable only to children 3 through 9.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Percentage of children served is based on 1999-2000 enrollment counts from NCES. These counts include individuals with and without disabilities, in pre-kindergarten through grade 12.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA11

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.16	0.13	0.08	0.44	0.05
ALASKA	0.32	0.17	0.05	0.50	0.03
ARIZONA	0.16	0.16	0.11	0.17	0.05
ARKANSAS	0.23	0.13	0.05	1.13	0.05
CALIFORNIA	0.07	0.15	0.17	0.26	0.06
COLORADO	0.37	0.16	0.67	0.00	0.04
CONNECTICUT	0.32	0.13	0.05	1.18	0.06
DELAWARE	0.00	0.19	0.73	0.00	0.05
DISTRICT OF COLUMBIA	0.15	0.03	0.18	0.96	0.48
FLORIDA	0.00	0.12	0.17	0.25	0.04
GEORGIA	0.00	0.10	0.06	0.78	0.04
HAWAII	0.13	0.15	0.06	0.55	0.04
IDAHO	0.18	0.11	0.05	0.44	0.04
ILLINOIS	0.00	0.15	0.12	0.29	0.05
INDIANA	0.10	0.16	0.12	0.27	0.07
IOWA	0.05	0.11	0.15	0.02	0.02
KANSAS	0.45	0.11	0.10	0.90	0.04
KENTUCKY	0.31	0.10	0.07	0.86	0.06
LOUISIANA	0.11	0.17	0.18	0.99	0.06
MAINE	1.10	0.11	0.03	0.90	0.04
MARYLAND	0.65	0.14	0.05	0.75	0.05
MASSACHUSETTS	0.23	0.13	0.09	0.11	0.06
MICHIGAN	0.13	0.17	0.65	0.00	0.05
MINNESOTA	0.00	0.20	0.16	0.77	0.04
MISSISSIPPI	0.08	0.11	0.29	0.00	0.04
MISSOURI	0.08	0.12	0.08	0.68	0.04
MONTANA	0.32	0.12	0.04	0.62	0.03
NEBRASKA	0.11	0.20	0.14	0.70	0.07
NEVADA	0.16	0.11	0.08	0.37	0.03
NEW HAMPSHIRE	0.15	0.12	0.07	1.52	0.06
NEW JERSEY	1.23	0.11	0.04	0.30	0.03
NEW MEXICO	0.30	0.15	0.08	0.55	0.06
NEW YORK	0.65	0.18	0.09	0.74	0.06
NORTH CAROLINA	0.12	0.15	0.08	1.03	0.05
NORTH DAKOTA	0.00	0.11	0.11	0.46	0.04
OHIO	0.58	0.13	0.12	0.26	0.05
OKLAHOMA	0.23	0.11	0.07	0.42	0.05
OREGON	0.00	0.17	0.13	0.75	0.05
PENNSYLVANIA	0.08	0.13	0.06	0.08	0.06
PUERTO RICO	0.17	0.13	0.08	0.20	0.08
RHODE ISLAND	0.16	0.13	0.09	1.29	0.04
SOUTH CAROLINA	0.03	0.15	0.11	0.44	0.05
SOUTH DAKOTA	0.39	0.08	0.06	0.33	0.04
TENNESSEE	0.16	0.13	0.11	0.92	0.08
TEXAS	0.10	0.14	0.12	0.85	0.05
UTAH	0.21	0.19	0.03	0.20	0.07
VERMONT	0.08	0.18	0.09	0.99	0.04
VIRGINIA	0.14	0.10	0.07	0.87	0.04
WASHINGTON	0.23	0.15	0.08	1.63	0.03
WEST VIRGINIA	0.00	0.12	0.06	0.68	0.07
WISCONSIN	0.00	0.15	0.14	0.53	0.04
WYOMING	0.01	0.17	0.14	0.84	0.06
AMERICAN SAMOA	0.13	0.06	0.01	0.01	0.02
GUAM	0.19	0.09	0.03	0.16	0.03
NORTHERN MARIANAS	0.32	0.13	0.07	0.10	0.03
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.14	0.06	0.04	0.17	0.08
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.21	0.14	0.14	0.52	0.05
50 STATES, D.C. & P.R.	0.21	0.14	0.14	0.52	0.05

Please see data notes for an explanation of individual State differences.
Developmental delay is applicable only to children 3 through 9.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Percentage of children served is based on 1999-2000 enrollment counts from NCES. These counts include individuals with and without disabilities, in pre-kindergarten through grade 12.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA11

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1999-2000 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.09	0.00	0.03	0.08
ALASKA	0.11	0.00	0.05	0.00
ARIZONA	0.10	0.01	0.01	0.00
ARKANSAS	0.13	0.00	0.03	0.00
CALIFORNIA	0.13	0.00	0.02	0.00
COLORADO	0.05	0.01	0.03	0.00
CONNECTICUT	0.18	0.01	0.01	0.00
DELAWARE	0.20	0.03	0.00	0.00
DISTRICT OF COLUMBIA	0.09	0.36	0.01	0.00
FLORIDA	0.12	0.00	0.01	0.00
GEORGIA	0.11	0.00	0.02	0.00
HAWAII	0.10	0.05	0.03	0.00
IDAHO	0.09	0.01	0.06	0.45
ILLINOIS	0.11	0.00	0.03	0.00
INDIANA	0.20	0.00	0.04	0.00
IOWA	0.10	0.01	0.03	0.00
KANSAS	0.10	0.00	0.03	0.05
KENTUCKY	0.11	0.00	0.03	0.41
LOUISIANA	0.13	0.00	0.04	0.20
MAINE	0.16	0.00	0.04	0.00
MARYLAND	0.17	0.00	0.04	0.00
MASSACHUSETTS	0.05	0.00	0.02	0.00
MICHIGAN	0.18	0.00	0.00	0.01
MINNESOTA	0.22	0.00	0.03	0.12
MISSISSIPPI	0.06	0.00	0.02	0.34
MISSOURI	0.14	0.00	0.03	0.00
MONTANA	0.08	0.01	0.03	0.00
NEBRASKA	0.09	0.00	0.06	0.01
NEVADA	0.08	0.00	0.03	0.00
NEW HAMPSHIRE	0.12	0.00	0.03	0.02
NEW JERSEY	0.18	0.00	0.00	0.00
NEW MEXICO	0.05	0.00	0.06	0.06
NEW YORK	0.16	0.00	0.04	0.00
NORTH CAROLINA	0.18	0.00	0.03	0.00
NORTH DAKOTA	0.08	0.00	0.02	0.02
OHIO	0.08	0.00	0.02	0.00
OKLAHOMA	0.08	0.00	0.03	0.00
OREGON	0.38	0.00	0.05	0.00
PENNSYLVANIA	0.14	0.00	0.07	0.00
PUERTO RICO	0.06	0.00	0.00	0.00
RHODE ISLAND	0.15	0.00	0.03	0.00
SOUTH CAROLINA	0.10	0.00	0.01	0.00
SOUTH DAKOTA	0.11	0.00	0.02	0.00
TENNESSEE	0.08	0.00	0.03	0.23
TEXAS	0.12	0.00	0.02	0.00
UTAH	0.09	0.03	0.06	0.00
VERMONT	0.14	0.01	0.05	0.46
VIRGINIA	0.14	0.00	0.02	0.57
WASHINGTON	0.13	0.00	0.03	0.10
WEST VIRGINIA	0.08	0.01	0.03	0.00
WISCONSIN	0.16	0.00	0.03	0.01
WYOMING	0.09	0.00	0.08	0.00
AMERICAN SAMOA	0.01	0.00	0.01	0.00
GUAM	0.02	0.01	0.01	0.07
NORTHERN MARIANAS	0.03	0.00	0.02	0.21
PALAU	.	.	.	.
VIRGIN ISLANDS	0.02	0.00	0.02	0.11
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	0.13	0.00	0.03	0.04
50 STATES, D.C. & P.R.	0.13	0.00	0.03	0.04

Please see data notes for an explanation of individual State differences.
Developmental delay is applicable only to children 3 through 9.
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Percentage of children served is based on 1999-2000 enrollment counts from NCES. These counts include individuals with and without disabilities, in pre-kindergarten through grade 12.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA12

Number of Children Served Under IDEA by Disability and Age Group, During School Years 1990-91 Through 1999-2000

AGE GROUPS 0-2, 3-5, 3-21

	1990-91	1991-92	1992-93	1993-94	1994-95
AGE GROUP 0-2	50,924	145,313	145,179	152,287	165,351
AGE GROUP 3-5	394,766	420,403	455,449	491,685	522,709
AGE GROUP 3-21	4,756,517	4,920,227	5,081,023	5,271,044	5,430,220

AGE GROUPS 0-2, 3-5, 3-21

	1995-96	1996-97	1997-98	1998-99	1999-2000
AGE GROUP 0-2	177,286	186,527	196,337	189,462	203,488
AGE GROUP 3-5	548,593	557,070	570,315	573,645	588,300
AGE GROUP 3-21	5,627,544	5,787,842	5,967,300	6,113,529	6,272,007

AGE GROUP 6-11

DISABILITY	1990-91	1991-92	1992-93	1993-94	1994-95
SPECIFIC LEARNING DISABILITIES	922,444	960,876	997,580	1,009,541	1,041,816
SPEECH OR LANGUAGE IMPAIRMENTS	875,618	882,392	888,935	900,962	905,223
MENTAL RETARDATION	214,884	218,247	209,487	220,301	229,453
EMOTIONAL DISTURBANCE	140,172	141,708	137,269	140,603	144,595
MULTIPLE DISABILITIES	50,595	50,124	52,472	55,073	43,889
HEARING IMPAIRMENTS	29,013	29,780	29,363	31,178	31,464
ORTHOPEDIC IMPAIRMENTS	26,457	27,773	29,138	31,644	33,521
OTHER HEALTH IMPAIRMENTS	28,297	29,292	33,487	43,493	56,856
VISUAL IMPAIRMENTS	11,347	11,635	11,210	11,723	11,557
AUTISM	.	3,046	8,914	11,158	13,716
DEAF-BLINDNESS	651	608	554	564	524
TRAUMATIC BRAIN INJURY	.	79	1,507	2,111	2,871
DEVELOPMENTAL DELAY	.	.	.	.	.
ALL DISABILITIES	2,299,478	2,355,560	2,399,916	2,458,351	2,515,485

AGE GROUP 6-11

DISABILITY	1995-96	1996-97	1997-98	1998-99	1999-2000
SPECIFIC LEARNING DISABILITIES	1,073,215	1,093,857	1,114,458	1,119,501	1,118,152
SPEECH OR LANGUAGE IMPAIRMENTS	910,788	928,942	939,430	946,795	958,182
MENTAL RETARDATION	235,490	239,286	240,706	240,229	238,714
EMOTIONAL DISTURBANCE	147,368	150,401	154,034	157,622	159,879
MULTIPLE DISABILITIES	46,150	48,489	51,039	49,635	51,312
HEARING IMPAIRMENTS	32,501	32,923	33,251	33,716	33,847
ORTHOPEDIC IMPAIRMENTS	34,530	35,574	35,668	36,013	36,811
OTHER HEALTH IMPAIRMENTS	71,649	84,868	97,861	110,868	124,464
VISUAL IMPAIRMENTS	11,870	11,843	12,088	12,095	12,558
AUTISM	17,666	21,669	27,342	35,142	43,039
DEAF-BLINDNESS	547	489	548	650	904
TRAUMATIC BRAIN INJURY	3,929	4,106	4,528	4,878	5,219
DEVELOPMENTAL DELAY	.	.	3,792	11,907	15,304
ALL DISABILITIES	2,585,703	2,652,447	2,715,648	2,759,051	2,802,385

Data from 1990-91 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and C. Infants and toddlers were first served under Part C in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part C are included in the totals presented only for 1990-91 forward.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92. States had the option of reporting children ages 3-9 under developmental delay beginning in 1997-98.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA12

Number of Children Served Under IDEA by Disability and Age Group, During School Years 1990-91 Through 1999-2000

AGE GROUP 12-17

DISABILITY	1990-91	1991-92	1992-93	1993-94	1994-95
SPECIFIC LEARNING DISABILITIES	1,115,445	1,176,035	1,252,188	1,296,829	1,347,294
SPEECH OR LANGUAGE IMPAIRMENTS	108,144	112,136	104,904	112,581	110,859
MENTAL RETARDATION	264,624	266,240	258,619	269,321	279,214
EMOTIONAL DISTURBANCE	229,093	236,431	242,319	251,524	260,891
MULTIPLE DISABILITIES	35,014	36,210	38,368	42,083	34,231
HEARING IMPAIRMENTS	25,622	26,335	26,966	29,037	29,545
ORTHOPEDIC IMPAIRMENTS	18,812	19,593	19,594	21,321	23,069
OTHER HEALTH IMPAIRMENTS	24,177	25,701	29,150	35,886	46,054
VISUAL IMPAIRMENTS	10,350	10,530	10,641	11,357	11,445
AUTISM	.	1,749	4,893	5,832	6,760
DEAF-BLINDNESS	587	594	599	585	600
TRAUMATIC BRAIN INJURY	.	127	1,844	2,559	3,486
ALL DISABILITIES	1,831,868	1,911,681	1,990,085	2,078,915	2,153,448

AGE GROUP 12-17

DISABILITY	1995-96	1996-97	1997-98	1998-99	1999-2000
SPECIFIC LEARNING DISABILITIES	1,398,602	1,447,496	1,500,946	1,551,715	1,608,645
SPEECH OR LANGUAGE IMPAIRMENTS	111,833	115,352	119,503	122,570	126,724
MENTAL RETARDATION	286,953	291,672	297,657	303,278	308,802
EMOTIONAL DISTURBANCE	267,786	271,230	275,106	278,936	283,934
MULTIPLE DISABILITIES	36,365	38,776	41,902	44,123	47,010
HEARING IMPAIRMENTS	30,983	31,259	31,727	32,220	32,900
ORTHOPEDIC IMPAIRMENTS	24,591	26,528	27,482	28,866	29,921
OTHER HEALTH IMPAIRMENTS	57,714	71,133	86,677	103,018	120,938
VISUAL IMPAIRMENTS	11,864	12,072	12,033	12,004	12,044
AUTISM	8,796	10,078	12,211	15,479	18,392
DEAF-BLINDNESS	619	535	655	722	686
TRAUMATIC BRAIN INJURY	4,558	5,182	6,045	6,604	7,138
ALL DISABILITIES	2,240,664	2,321,313	2,411,944	2,499,535	2,597,134

AGE GROUP 18-21

DISABILITY	1990-91	1991-92	1992-93	1993-94	1994-95
SPECIFIC LEARNING DISABILITIES	106,128	110,093	116,719	121,295	121,114
SPEECH OR LANGUAGE IMPAIRMENTS	4,016	4,376	4,210	4,442	4,248
MENTAL RETARDATION	71,949	68,775	64,256	64,197	61,850
EMOTIONAL DISTURBANCE	21,499	22,072	22,064	22,824	22,563
MULTIPLE DISABILITIES	12,020	12,074	12,439	12,561	11,500
HEARING IMPAIRMENTS	4,576	4,612	4,287	4,450	4,195
ORTHOPEDIC IMPAIRMENTS	4,071	4,023	3,856	3,887	3,877
OTHER HEALTH IMPAIRMENTS	3,875	3,756	3,426	3,700	4,223
VISUAL IMPAIRMENTS	1,985	1,918	1,693	1,724	1,711
AUTISM	.	620	1,773	2,068	2,188
DEAF-BLINDNESS	286	225	241	220	207
TRAUMATIC BRAIN INJURY	.	39	609	725	902
ALL DISABILITIES	230,405	232,583	235,573	242,093	238,578

Data from 1990-91 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and C. Infants and toddlers were first served under Part C in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part C are included in the totals presented only for 1991-92 forward.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92. States had the option of reporting children ages 3-9 under developmental delay beginning in 1997-98.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA12

Number of Children Served Under IDEA by Disability and Age Group, During School Years 1990-91 Through 1999-2000

AGE GROUP 18-21

DISABILITY	1995-96	1996-97	1997-98	1998-99	1999-2000
SPECIFIC LEARNING DISABILITIES	130,087	133,054	139,080	144,448	145,169
SPEECH OR LANGUAGE IMPAIRMENTS	4,263	4,447	4,628	4,787	5,058
MENTAL RETARDATION	63,132	62,644	64,968	67,178	66,917
EMOTIONAL DISTURBANCE	24,011	24,648	25,301	26,212	26,298
MULTIPLE DISABILITIES	12,020	12,175	13,412	14,053	14,671
HEARING IMPAIRMENTS	4,555	4,591	4,704	4,944	4,924
ORTHOPEDIC IMPAIRMENTS	4,035	4,240	4,267	4,557	4,690
OTHER HEALTH IMPAIRMENTS	4,798	5,361	6,603	7,947	8,708
VISUAL IMPAIRMENTS	1,756	1,847	1,910	1,997	1,988
AUTISM	2,614	2,628	2,964	3,441	3,993
DEAF-BLINDNESS	221	192	215	240	255
TRAUMATIC BRAIN INJURY	1,092	1,185	1,341	1,494	1,517
ALL DISABILITIES	252,584	257,012	269,391	281,298	284,188

AGE GROUP 6-21

DISABILITY	1990-91	1991-92	1992-93	1993-94	1994-95
SPECIFIC LEARNING DISABILITIES	2,144,017	2,247,004	2,366,487	2,427,665	2,510,224
SPEECH OR LANGUAGE IMPAIRMENTS	987,778	998,904	998,049	1,017,985	1,020,330
MENTAL RETARDATION	551,457	553,262	532,362	553,819	570,517
EMOTIONAL DISTURBANCE	390,764	400,211	401,652	414,951	428,049
MULTIPLE DISABILITIES	97,629	98,408	103,279	109,717	89,620
HEARING IMPAIRMENTS	59,211	60,727	60,616	64,665	65,204
ORTHOPEDIC IMPAIRMENTS	49,340	51,389	52,588	56,852	60,467
OTHER HEALTH IMPAIRMENTS	56,349	58,749	66,063	83,079	107,133
VISUAL IMPAIRMENTS	23,682	24,083	23,544	24,804	24,713
AUTISM	.	5,415	15,580	19,058	22,664
DEAF-BLINDNESS	1,524	1,427	1,394	1,369	1,331
TRAUMATIC BRAIN INJURY	.	245	3,960	5,395	7,259
DEVELOPMENTAL DELAY	.	.	.	.	.
ALL DISABILITIES	4,361,751	4,499,824	4,625,574	4,779,359	4,907,511

AGE GROUP 6-21

DISABILITY	1995-96	1996-97	1997-98	1998-99	1999-2000
SPECIFIC LEARNING DISABILITIES	2,601,904	2,674,407	2,754,484	2,815,664	2,871,966
SPEECH OR LANGUAGE IMPAIRMENTS	1,026,884	1,048,741	1,063,561	1,074,152	1,089,964
MENTAL RETARDATION	585,575	593,602	603,331	610,685	614,433
EMOTIONAL DISTURBANCE	439,165	446,279	454,441	462,770	470,111
MULTIPLE DISABILITIES	94,535	99,440	107,253	107,811	112,993
HEARING IMPAIRMENTS	68,039	68,773	69,685	70,880	71,671
ORTHOPEDIC IMPAIRMENTS	63,156	66,342	67,417	69,436	71,422
OTHER HEALTH IMPAIRMENTS	134,161	161,362	191,141	221,833	254,110
VISUAL IMPAIRMENTS	25,490	25,762	26,031	26,096	26,590
AUTISM	29,076	34,375	42,517	54,062	65,424
DEAF-BLINDNESS	1,387	1,216	1,418	1,612	1,845
TRAUMATIC BRAIN INJURY	9,579	10,473	11,914	12,976	13,874
DEVELOPMENTAL DELAY	.	.	3,792	11,907	19,304
ALL DISABILITIES	5,078,951	5,230,772	5,396,985	5,539,884	5,683,707

Data from 1990-91 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and C. Infants and toddlers were first served under Part C in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part C are included in the totals presented only for 1991-92 forward.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92. States had the option of reporting children ages 3-9 under developmental delay beginning in 1997-98.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA13

Number of Students Ages 3-5 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	17	29	2,729	44	4,500	16
ALASKA	471	57	82	52	971	0
ARIZONA	627	118	389	2,922	5,020	0
ARKANSAS	26	30	2,499	179	6,297	0
CALIFORNIA	394	3,475	5,478	23,836	25,308	0
COLORADO	105	119	454	1,635	5,754	0
CONNECTICUT	35	108	874	1,029	5,229	0
DELAWARE	4	16	466	92	1,063	0
DISTRICT OF COLUMBIA	.	.	.	.	.	560
FLORIDA	75	290	6,966	4,209	16,891	932
GEORGIA	20	119	5,615	506	9,662	0
HAWAII	9	1,353	69	56	373	0
IDAHO	59	20	39	430	3,078	0
ILLINOIS	22	330	4,445	2,166	21,230	0
INDIANA	25	58	1,242	302	12,872	0
IOWA	25	45	242	147	5,140	0
KANSAS	67	59	653	580	5,975	0
KENTUCKY	8	66	1,563	98	14,178	0
LOUISIANA	34	36	4,205	91	5,305	0
MAINE	23	21	39	30	3,954	-113
MARYLAND	39	256	3,179	338	5,938	0
MASSACHUSETTS	29	189	1,457	1,471	11,422	0
MICHIGAN	142	531	3,032	423	14,991	0
MINNESOTA	285	255	766	362	9,702	0
MISSISSIPPI	5	13	2,836	28	3,930	0
MISSOURI	16	62	1,446	178	8,981	0
MONTANA	216	12	18	18	1,350	0
NEBRASKA	74	32	184	226	3,191	0
NEVADA	88	91	385	702	2,398	0
NEW HAMPSHIRE	10	17	23	43	2,100	0
NEW JERSEY	27	518	2,471	2,138	10,904	0
NEW MEXICO	657	42	120	2,412	1,884	0
NEW YORK	158	688	3,909	4,480	9,031	31,874
NORTH CAROLINA	358	106	5,815	432	10,650	0
NORTH DAKOTA	95	6	26	20	1,136	0
OHIO	14	116	1,944	203	17,064	0
OKLAHOMA	961	41	606	216	4,253	0
OREGON	107	105	161	745	5,269	0
PENNSYLVANIA	32	175	2,876	817	16,076	0
PUERTO RICO	3	0	0	6,270	1	0
RHODE ISLAND	12	16	106	302	2,215	0
SOUTH CAROLINA	14	34	5,462	118	5,724	0
SOUTH DAKOTA	379	12	43	36	1,797	0
TENNESSEE	19	49	1,907	119	8,596	0
TEXAS	125	546	4,379	12,031	18,998	0
UTAH	158	72	68	359	5,257	0
VERMONT	7	14	13	6	1,351	0
VIRGINIA	131	251	3,301	747	9,496	0
WASHINGTON	342	441	639	1,454	8,747	0
WEST VIRGINIA	1	19	192	8	5,189	0
WISCONSIN	178	172	1,653	487	11,444	0
WYOMING	72	10	26	132	1,427	0
AMERICAN SAMOA	0	55	0	0	0	0
GUAM	1	177	5	6	6	0
NORTHERN MARIANAS	.	.	.	.	.	48
PALAU	0	11	0	0	0	0
VIRGIN ISLANDS	0	0	124	41	2	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	386
U.S. AND OUTLYING AREAS	6,801	11,483	87,221	75,772	373,320	33,703
50 STATES, D.C. & P.R.	6,800	11,240	87,092	75,725	373,312	33,269

A minus in the last column indicates the counts for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA13

Percentage of Students Ages 3-5 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.23	0.40	37.29	0.60	61.48
ALASKA	28.84	3.49	5.02	3.18	59.46
ARIZONA	6.91	1.30	4.29	32.19	55.31
ARKANSAS	0.29	0.33	27.67	1.98	69.73
CALIFORNIA	0.67	5.94	9.37	40.75	43.27
COLORADO	1.30	1.48	5.63	20.27	71.33
CONNECTICUT	0.48	1.48	12.01	14.14	71.88
DELAWARE	0.24	0.98	28.40	5.61	64.78
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.26	1.02	24.50	14.80	59.41
GEORGIA	0.13	0.75	35.27	3.18	60.68
HAWAII	0.48	72.74	3.71	3.01	20.05
IDAHO	1.63	0.55	1.08	11.86	84.89
ILLINOIS	0.08	1.17	15.77	7.68	75.30
INDIANA	0.17	0.40	8.57	2.08	88.78
IOWA	0.45	0.80	4.32	2.63	91.80
KANSAS	0.91	0.80	8.90	7.91	81.47
KENTUCKY	0.05	0.41	9.82	0.62	89.10
LOUISIANA	0.35	0.37	43.48	0.94	54.85
MAINE	0.57	0.52	0.96	0.74	97.22
MARYLAND	0.40	2.63	32.61	3.47	60.90
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.74	2.78	15.86	2.21	78.41
MINNESOTA	2.51	2.24	6.74	3.18	85.33
MISSISSIPPI	0.07	0.19	41.63	0.41	57.69
MISSOURI	0.15	0.58	13.54	1.67	84.07
MONTANA	13.38	0.74	1.12	1.12	83.64
NEBRASKA	2.00	0.86	4.96	6.10	86.08
NEVADA	2.40	2.48	10.51	19.16	65.45
NEW HAMPSHIRE	0.46	0.78	1.05	1.96	95.76
NEW JERSEY	0.17	3.23	15.39	13.31	67.90
NEW MEXICO	12.84	0.82	2.35	47.16	36.83
NEW YORK	0.86	3.77	21.40	24.53	49.44
NORTH CAROLINA	2.06	0.61	33.49	2.49	61.34
NORTH DAKOTA	7.40	0.47	2.03	1.56	88.54
OHIO	0.07	0.60	10.05	1.05	88.23
OKLAHOMA	15.81	0.67	9.97	3.55	69.99
OREGON	1.68	1.64	2.52	11.66	82.50
PENNSYLVANIA	0.16	0.88	14.40	4.09	80.48
PUERTO RICO	0.05	0.00	0.00	99.94	0.02
RHODE ISLAND	0.45	0.60	4.00	11.39	83.55
SOUTH CAROLINA	0.12	0.30	48.11	1.04	50.42
SOUTH DAKOTA	16.72	0.53	1.90	1.59	79.27
TENNESSEE	0.18	0.46	17.84	1.11	80.41
TEXAS	0.35	1.51	12.14	33.35	52.66
UTAH	2.67	1.22	1.15	6.07	88.89
VERMONT	0.50	1.01	0.93	0.43	97.12
VIRGINIA	0.94	1.80	23.70	5.36	68.19
WASHINGTON	2.94	3.79	5.50	12.51	75.26
WEST VIRGINIA	0.02	0.35	3.55	0.15	95.93
WISCONSIN	1.28	1.23	11.86	3.50	82.13
WYOMING	4.32	0.60	1.56	7.92	85.60
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.51	90.77	2.56	3.08	3.08
NORTHERN MARIANAS	.	.	.	.	.
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	74.25	24.55	1.20
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.23	2.07	15.73	13.66	67.31
50 STATES, D.C. & P.R.	1.23	2.03	15.72	13.66	67.36

Percentages are based on the counts of children with disabilities ages 3-5 for whom race/ethnicity were provided.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

ALL DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	499	218	38,643	530	52,465	73
ALASKA	4,971	461	936	450	9,044	0
ARIZONA	7,140	663	4,727	26,342	45,388	0
ARKANSAS	289	170	13,967	909	36,498	0
CALIFORNIA	5,258	29,965	75,147	232,329	239,625	0
COLORADO	872	920	5,218	14,499	47,372	0
CONNECTICUT	257	633	10,776	9,597	46,183	1
DELAWARE	32	81	5,944	766	7,823	0
DISTRICT OF COLUMBIA	4	42	8,145	315	315	-33
FLORIDA	869	2,362	97,159	47,047	178,366	1,032
GEORGIA	161	1,119	58,199	3,624	85,349	0
HAWAII	97	15,862	515	706	3,924	0
IDAHO	539	133	162	2,845	21,807	0
ILLINOIS	235	2,733	62,466	26,826	170,768	0
INDIANA	213	389	17,303	2,582	116,613	0
IOWA	405	519	3,856	1,784	59,807	0
KANSAS	601	379	5,692	3,369	42,661	0
KENTUCKY	28	172	10,400	367	64,657	0
LOUISIANA	532	354	45,981	738	39,356	0
MAINE	116	128	290	200	30,451	0
MARYLAND	364	1,680	40,732	3,820	55,365	0
MASSACHUSETTS	299	1,958	15,045	15,196	117,947	0
MICHIGAN	1,721	4,074	37,414	5,339	145,737	0
MINNESOTA	3,171	2,640	8,430	2,818	79,513	0
MISSISSIPPI	69	134	30,564	160	24,620	0
MISSOURI	271	475	24,725	1,342	97,454	0
MONTANA	2,629	99	309	133	14,255	0
NEBRASKA	853	316	3,175	2,138	32,388	0
NEVADA	847	838	4,735	6,028	19,591	0
NEW HAMPSHIRE	61	96	202	365	25,680	0
NEW JERSEY	312	4,287	41,243	27,313	125,117	0
NEW MEXICO	5,379	282	1,480	24,326	15,764	0
NEW YORK	1,331	6,931	74,337	67,531	93,716	140,361
NORTH CAROLINA	2,725	971	57,256	3,271	91,483	0
NORTH DAKOTA	1,168	85	132	192	10,752	0
OHIO	299	999	33,946	2,837	178,778	0
OKLAHOMA	11,031	348	11,068	3,114	51,511	0
OREGON	1,505	1,050	2,169	5,172	57,248	0
PENNSYLVANIA	406	1,523	32,848	9,708	166,714	0
PUERTO RICO	14	3	7	52,437	5	0
RHODE ISLAND	146	283	1,879	2,812	22,124	0
SOUTH CAROLINA	168	227	44,946	790	45,670	0
SOUTH DAKOTA	2,237	91	192	154	11,305	0
TENNESSEE	118	409	28,923	875	85,717	0
TEXAS	1,315	3,892	81,487	163,888	207,189	0
UTAH	1,268	795	719	4,251	42,442	0
VERMONT	65	131	117	54	12,315	0
VIRGINIA	260	2,305	42,115	7,436	95,256	0
WASHINGTON	4,090	3,787	7,240	9,765	79,730	0
WEST VIRGINIA	47	93	2,184	142	42,439	0
WISCONSIN	1,969	1,889	14,083	3,875	85,459	0
WYOMING	428	43	161	831	10,177	0
AMERICAN SAMOA	0	648	0	0	0	0
GUAM	3	1,966	14	16	36	0
NORTHERN MARIANAS	0	519	0	0	0	1
PALAU	0	110	2	0	0	0
VIRGIN ISLANDS	.	.	1,129	286	35	0
BUR. OF INDIAN AFFAIRS	12,527	.	.	.	.	0
U.S. AND OUTLYING AREAS	82,214	103,280	1,110,534	804,240	3,442,004	141,435
50 STATES, D.C. & P.R.	69,684	100,037	1,109,389	803,938	3,441,933	141,434

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

ALL DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.54	0.24	41.84	0.57	56.81
ALASKA	31.34	2.91	5.90	2.84	57.02
ARIZONA	8.47	0.79	5.61	31.26	53.87
ARKANSAS	0.56	0.33	26.95	1.75	70.41
CALIFORNIA	0.90	5.15	12.90	39.90	41.15
COLORADO	1.27	1.34	7.58	21.05	68.77
CONNECTICUT	0.38	0.94	15.98	14.23	68.47
DELAWARE	0.22	0.55	40.58	5.23	53.41
DISTRICT OF COLUMBIA	0.05	0.48	92.34	3.57	3.57
FLORIDA	0.27	0.72	29.82	14.44	54.75
GEORGIA	0.11	0.75	39.20	2.44	57.49
HAWAII	0.46	75.16	2.44	3.35	18.59
IDAHO	2.11	0.52	0.64	11.16	85.56
ILLINOIS	0.09	1.04	23.75	10.20	64.92
INDIANA	0.16	0.28	12.62	1.88	85.06
IOWA	0.61	0.78	5.81	2.69	90.11
KANSAS	1.14	0.72	10.80	6.39	80.95
KENTUCKY	0.04	0.23	13.75	0.49	85.50
LOUISIANA	0.61	0.41	52.88	0.85	45.26
MAINE	0.37	0.41	0.93	0.64	97.65
MARYLAND	0.36	1.65	39.95	3.75	54.30
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.89	2.10	19.26	2.75	75.01
MINNESOTA	3.28	2.73	8.73	2.92	82.34
MISSISSIPPI	0.12	0.24	55.02	0.29	44.32
MISSOURI	0.22	0.38	19.90	1.08	78.42
MONTANA	15.09	0.57	1.77	0.76	81.81
NEBRASKA	2.19	0.81	8.17	5.50	83.32
NEVADA	2.64	2.62	14.78	18.81	61.15
NEW HAMPSHIRE	0.23	0.36	0.77	1.38	97.26
NEW JERSEY	0.16	2.16	20.80	13.78	63.10
NEW MEXICO	11.39	0.60	3.13	51.50	33.38
NEW YORK	0.55	2.84	30.49	27.69	38.43
NORTH CAROLINA	1.75	0.62	36.77	2.10	58.75
NORTH DAKOTA	9.47	0.69	1.07	1.56	87.21
OHIO	0.14	0.46	15.65	1.31	82.44
OKLAHOMA	14.31	0.45	14.36	4.04	66.83
OREGON	2.24	1.56	3.23	7.70	85.26
PENNSYLVANIA	0.19	0.72	15.55	4.60	78.94
PUERTO RICO	0.03	0.01	0.01	99.94	0.01
RHODE ISLAND	0.54	1.04	6.90	10.32	81.21
SOUTH CAROLINA	0.18	0.25	48.96	0.86	49.75
SOUTH DAKOTA	16.00	0.65	1.37	1.10	80.87
TENNESSEE	0.10	0.35	24.92	0.75	73.87
TEXAS	0.29	0.85	17.80	35.80	45.26
UTAH	2.56	1.61	1.45	8.59	85.78
VERMONT	0.51	1.03	0.92	0.43	97.11
VIRGINIA	0.18	1.56	28.58	5.05	64.64
WASHINGTON	3.91	3.62	6.92	9.33	76.21
WEST VIRGINIA	0.10	0.21	4.86	0.32	94.51
WISCONSIN	1.84	1.76	13.13	3.61	79.66
WYOMING	3.68	0.37	1.38	7.14	87.43
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.15	96.61	0.69	0.79	1.77
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	98.21	1.79	0.00	0.00
VIRGIN ISLANDS	.	.	77.86	19.72	2.41
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.48	1.86	20.04	14.51	62.10
50 STATES, D.C. & P.R.	1.26	1.81	20.08	14.55	62.30

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

SPECIFIC LEARNING DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	341	83	14,258	315	26,802	20
ALASKA	2,728	245	603	286	5,256	0
ARIZONA	4,725	284	2,645	16,515	25,268	0
ARKANSAS	148	63	5,304	513	16,636	0
CALIFORNIA	3,290	12,460	49,729	148,368	132,356	0
COLORADO	457	296	2,451	7,843	23,141	0
CONNECTICUT	104	212	5,010	4,882	22,202	0
DELAWARE	26	25	3,900	502	4,563	0
DISTRICT OF COLUMBIA	2	10	3,568	165	197	-2
FLORIDA	466	829	39,419	26,244	91,315	199
GEORGIA	71	273	13,918	1,453	31,404	0
HAWAII	44	8,089	218	373	1,863	0
IDAHO	372	56	100	1,671	12,712	0
ILLINOIS	124	1,004	28,745	16,497	85,733	0
INDIANA	98	108	5,922	1,134	51,026	0
IOWA	199	239	1,620	943	30,257	0
KANSAS	267	160	2,416	1,655	18,844	0
KENTUCKY	12	49	2,654	131	18,265	0
LOUISIANA	287	89	20,158	290	15,672	0
MAINE	43	45	128	83	12,923	0
MARYLAND	157	417	17,624	1,726	25,474	0
MASSACHUSETTS	184	1,199	9,221	9,313	72,294	0
MICHIGAN	884	1,697	16,738	3,081	69,608	0
MINNESOTA	1,211	1,064	3,714	1,338	31,764	0
MISSISSIPPI	47	41	16,087	92	11,203	0
MISSOURI	143	178	13,260	728	51,285	0
MONTANA	1,734	46	193	75	7,758	0
NEBRASKA	392	110	1,008	971	13,818	0
NEVADA	608	406	3,292	4,077	11,988	0
NEW HAMPSHIRE	20	36	78	179	12,730	0
NEW JERSEY	199	1,663	22,719	15,828	69,679	0
NEW MEXICO	3,390	150	911	15,151	9,097	0
NEW YORK	609	3,276	38,163	36,939	49,263	78,828
NORTH CAROLINA	1,011	388	20,142	1,715	43,757	0
NORTH DAKOTA	573	17	49	88	4,956	0
OHIO	125	317	8,789	1,119	73,186	0
OKLAHOMA	6,610	139	6,193	2,005	28,555	0
OREGON	833	356	895	2,791	29,600	0
PENNSYLVANIA	192	619	16,780	5,875	92,797	0
PUERTO RICO	9	1	5	27,284	2	0
RHODE ISLAND	88	180	1,237	1,998	12,289	0
SOUTH CAROLINA	82	74	17,514	409	22,892	0
SOUTH DAKOTA	1,224	29	105	84	5,818	0
TENNESSEE	51	144	12,713	471	42,372	0
TEXAS	747	1,443	47,434	105,788	109,777	0
UTAH	887	443	412	2,734	24,255	0
VERMONT	25	50	45	21	4,715	0
VIRGINIA	140	1,037	17,974	4,196	49,793	0
WASHINGTON	2,177	1,648	3,918	5,557	37,157	0
WEST VIRGINIA	22	24	896	68	18,507	0
WISCONSIN	935	839	5,728	1,920	41,634	0
WYOMING	255	11	80	478	5,156	0
AMERICAN SAMOA	0	521	0	0	0	0
GUAM	0	1,489	4	7	19	0
NORTHERN MARIANAS	0	340	0	0	0	0
PALAU	0	76	0	0	0	0
VIRGIN ISLANDS	.	.	441	143	7	0
BUR. OF INDIAN AFFAIRS	7,586	.	.	.	.	0
U.S. AND OUTLYING AREAS	46,954	45,087	507,128	484,112	1,709,640	79,045
50 STATES, D.C. & P.R.	39,368	42,661	506,683	483,962	1,709,614	79,045

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

SPECIFIC LEARNING DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.82	0.20	34.11	0.75	64.12
ALASKA	29.92	2.69	6.61	3.14	57.64
ARIZONA	9.56	0.57	5.35	33.41	51.11
ARKANSAS	0.65	0.28	23.40	2.26	73.40
CALIFORNIA	0.95	3.60	14.36	42.86	38.23
COLORADO	1.34	0.87	7.17	22.94	67.69
CONNECTICUT	0.32	0.65	15.46	15.06	68.50
DELAWARE	0.29	0.28	43.26	5.57	50.61
DISTRICT OF COLUMBIA	0.05	0.25	90.51	4.19	5.00
FLORIDA	0.29	0.52	24.91	16.58	57.69
GEORGIA	0.15	0.58	29.54	3.08	66.65
HAWAII	0.42	76.41	2.06	3.52	17.60
IDAHO	2.49	0.38	0.67	11.21	85.25
ILLINOIS	0.09	0.76	21.76	12.49	64.90
INDIANA	0.17	0.19	10.16	1.95	87.54
IOWA	0.60	0.72	4.87	2.84	90.98
KANSAS	1.14	0.69	10.35	7.09	80.73
KENTUCKY	0.06	0.23	12.57	0.62	86.52
LOUISIANA	0.79	0.24	55.23	0.79	42.94
MAINE	0.33	0.34	0.97	0.63	97.74
MARYLAND	0.35	0.92	38.82	3.80	56.11
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.96	1.84	18.19	3.35	75.65
MINNESOTA	3.10	2.72	9.50	3.42	81.26
MISSISSIPPI	0.17	0.15	58.56	0.33	40.78
MISSOURI	0.22	0.27	20.22	1.11	78.19
MONTANA	17.68	0.47	1.97	0.76	79.11
NEBRASKA	2.41	0.67	6.18	5.96	84.78
NEVADA	2.98	1.99	16.16	20.01	58.85
NEW HAMPSHIRE	0.15	0.28	0.60	1.37	97.60
NEW JERSEY	0.18	1.51	20.64	14.38	63.29
NEW MEXICO	11.81	0.52	3.17	52.79	31.70
NEW YORK	0.47	2.55	29.76	28.80	38.41
NORTH CAROLINA	1.51	0.58	30.06	2.56	65.30
NORTH DAKOTA	10.08	0.30	0.86	1.55	87.21
OHIO	0.15	0.38	10.52	1.34	87.61
OKLAHOMA	15.19	0.32	14.24	4.61	65.64
OREGON	2.42	1.03	2.60	8.10	85.86
PENNSYLVANIA	0.17	0.53	14.43	5.05	79.82
PUERTO RICO	0.03	0.00	0.02	99.94	0.01
RHODE ISLAND	0.56	1.14	7.83	12.65	77.82
SOUTH CAROLINA	0.20	0.18	42.75	1.00	55.87
SOUTH DAKOTA	16.86	0.40	1.45	1.16	80.14
TENNESSEE	0.09	0.26	22.80	0.84	76.00
TEXAS	0.28	0.54	17.89	39.89	41.40
UTAH	3.09	1.54	1.43	9.52	84.42
VERMONT	0.51	1.03	0.93	0.43	97.10
VIRGINIA	0.19	1.42	24.57	5.74	68.08
WASHINGTON	4.31	3.27	7.77	11.01	73.64
WEST VIRGINIA	0.11	0.12	4.59	0.35	94.83
WISCONSIN	1.83	1.64	11.22	3.76	81.55
WYOMING	4.26	0.18	1.34	7.99	86.22
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	98.03	0.26	0.46	1.25
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	74.62	24.20	1.18
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.68	1.61	18.16	17.33	61.21
50 STATES, D.C. & P.R.	1.41	1.53	18.21	17.39	61.45

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	66	55	5,650	78	9,875	22
ALASKA	1,139	99	147	82	1,852	0
ARIZONA	936	157	629	4,348	8,654	0
ARKANSAS	54	45	1,824	170	7,094	0
CALIFORNIA	1,122	9,473	10,122	45,970	58,310	0
COLORADO	159	258	815	2,691	8,778	0
CONNECTICUT	36	196	1,679	1,560	8,919	0
DELAWARE	2	19	281	66	1,144	0
DISTRICT OF COLUMBIA	0	3	605	26	7	0
FLORIDA	207	918	19,936	9,505	43,718	452
GEORGIA	36	427	10,254	942	19,814	0
HAWAII	10	1,675	79	63	530	0
IDAHO	38	29	15	448	3,528	0
ILLINOIS	50	866	8,989	3,890	42,701	0
INDIANA	40	125	2,609	625	32,140	0
IOWA	23	50	160	100	4,724	0
KANSAS	121	110	902	629	9,294	0
KENTUCKY	5	53	1,984	82	15,638	0
LOUISIANA	102	131	7,889	229	10,151	0
MAINE	37	41	48	40	7,291	0
MARYLAND	83	654	8,825	1,255	13,663	0
MASSACHUSETTS	45	294	2,261	2,283	17,723	0
MICHIGAN	278	1,038	5,897	874	30,330	0
MINNESOTA	344	570	854	415	13,768	0
MISSISSIPPI	8	51	6,794	45	9,332	0
MISSOURI	45	141	3,136	319	21,961	0
MONTANA	387	27	52	12	2,821	0
NEBRASKA	176	114	477	487	8,226	0
NEVADA	100	215	469	985	3,543	0
NEW HAMPSHIRE	21	23	44	96	5,177	0
NEW JERSEY	57	1,593	5,325	4,985	31,169	0
NEW MEXICO	949	71	206	4,576	2,908	0
NEW YORK	293	1,597	11,380	14,837	14,695	14,099
NORTH CAROLINA	617	259	8,163	578	18,371	0
NORTH DAKOTA	305	33	36	60	3,024	0
OHIO	50	311	4,447	506	36,199	0
OKLAHOMA	2,098	102	1,165	439	10,204	0
OREGON	304	345	475	1,339	12,499	0
PENNSYLVANIA	83	451	4,418	1,013	30,420	0
PUERTO RICO	0	0	1	6,381	1	0
RHODE ISLAND	23	36	178	309	4,257	0
SOUTH CAROLINA	33	91	9,280	199	11,590	0
SOUTH DAKOTA	449	36	38	25	2,633	0
TENNESSEE	29	114	4,590	198	19,877	0
TEXAS	207	1,081	9,605	23,606	36,386	0
UTAH	143	155	93	605	7,845	0
VERMONT	10	21	19	9	1,976	0
VIRGINIA	45	556	5,951	1,139	15,981	0
WASHINGTON	601	843	753	1,482	13,093	0
WEST VIRGINIA	6	43	366	38	10,413	0
WISCONSIN	226	441	1,703	634	14,213	0
WYOMING	93	14	45	182	2,357	0
AMERICAN SAMOA	0	23	0	0	0	0
GUAM	3	176	3	2	11	0
NORTHERN MARIANAS	0	17	0	0	0	0
PALAU	0	8	0	0	0	0
VIRGIN ISLANDS	.	.	155	32	4	0
BUR. OF INDIAN AFFAIRS	2,681	.	.	.	.	0
U.S. AND OUTLYING AREAS	14,975	26,274	171,821	141,489	720,832	14,573
50 STATES, D.C. & P.R.	12,291	26,050	171,663	141,455	720,817	14,573

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.42	0.35	35.93	0.50	62.80
ALASKA	34.32	2.98	4.43	2.47	55.80
ARIZONA	6.36	1.07	4.27	29.53	58.77
ARKANSAS	0.59	0.49	19.85	1.85	77.22
CALIFORNIA	0.90	7.58	8.10	36.78	46.65
COLORADO	1.25	2.03	6.42	21.19	69.11
CONNECTICUT	0.29	1.58	13.55	12.59	71.99
DELAWARE	0.13	1.26	18.58	4.37	75.66
DISTRICT OF COLUMBIA	0.00	0.47	94.38	4.06	1.09
FLORIDA	0.28	1.24	26.84	12.80	58.85
GEORGIA	0.11	1.36	32.58	2.99	62.96
HAWAII	0.42	71.06	3.35	2.67	22.49
IDAHO	0.94	0.71	0.37	11.04	86.94
ILLINOIS	0.09	1.53	15.91	6.89	75.58
INDIANA	0.11	0.35	7.34	1.76	90.44
IOWA	0.45	0.99	3.16	1.98	93.42
KANSAS	1.09	0.99	8.16	5.69	84.06
KENTUCKY	0.03	0.30	11.17	0.46	88.04
LOUISIANA	0.55	0.71	42.64	1.24	54.86
MAINE	0.50	0.55	0.64	0.54	97.77
MARYLAND	0.34	2.67	36.05	5.13	55.81
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.72	2.70	15.35	2.28	78.95
MINNESOTA	2.16	3.57	5.35	2.60	86.31
MISSISSIPPI	0.05	0.31	41.86	0.28	57.50
MISSOURI	0.18	0.55	12.25	1.25	85.78
MONTANA	11.73	0.82	1.58	0.36	85.51
NEBRASKA	1.86	1.20	5.03	5.14	86.77
NEVADA	1.88	4.05	8.83	18.54	66.70
NEW HAMPSHIRE	0.39	0.43	0.82	1.79	96.57
NEW JERSEY	0.13	3.69	12.35	11.56	72.27
NEW MEXICO	10.90	0.82	2.37	52.54	33.39
NEW YORK	0.68	3.73	26.59	34.66	34.33
NORTH CAROLINA	2.20	0.93	29.17	2.07	65.64
NORTH DAKOTA	8.82	0.95	1.04	1.74	87.45
OHIO	0.12	0.75	10.71	1.22	87.20
OKLAHOMA	14.98	0.73	8.32	3.13	72.84
OREGON	2.03	2.31	3.17	8.95	83.54
PENNSYLVANIA	0.23	1.24	12.14	2.78	83.61
PUERTO RICO	0.00	0.00	0.02	99.97	0.02
RHODE ISLAND	0.48	0.75	3.71	6.43	88.63
SOUTH CAROLINA	0.16	0.43	43.79	0.94	54.69
SOUTH DAKOTA	14.12	1.13	1.19	0.79	82.77
TENNESSEE	0.12	0.46	18.50	0.80	80.12
TEXAS	0.29	1.53	13.55	33.30	51.33
UTAH	1.62	1.75	1.05	6.84	88.73
VERMONT	0.49	1.03	0.93	0.44	97.10
VIRGINIA	0.19	2.35	25.14	4.81	67.51
WASHINGTON	3.58	5.03	4.49	8.84	78.06
WEST VIRGINIA	0.06	0.40	3.37	0.35	95.83
WISCONSIN	1.31	2.56	9.89	3.68	82.55
WYOMING	3.46	0.52	1.67	6.76	87.59
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	1.54	90.26	1.54	1.03	5.64
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	81.15	16.75	2.09
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.39	2.44	15.98	13.16	67.03
50 STATES, D.C. & P.R.	1.15	2.43	16.01	13.19	67.22

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

MENTAL RETARDATION

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	52	33	13,957	72	7,184	21
ALASKA	292	39	46	27	391	0
ARIZONA	582	66	587	2,683	3,020	0
ARKANSAS	35	21	5,284	117	6,328	0
CALIFORNIA	250	2,923	4,107	14,986	11,806	0
COLORADO	41	61	402	962	1,881	0
CONNECTICUT	16	43	1,201	861	1,808	0
DELAWARE	3	12	1,052	120	852	0
DISTRICT OF COLUMBIA	2	3	1,413	47	29	-21
FLORIDA	57	286	19,425	5,006	14,032	111
GEORGIA	13	163	18,707	614	10,435	0
HAWAII	9	2,386	69	94	322	0
IDAHO	53	19	14	341	1,693	0
ILLINOIS	19	386	11,095	2,800	13,015	0
INDIANA	44	75	5,921	498	15,191	0
IOWA	102	131	1,017	431	14,025	0
KANSAS	66	38	911	417	3,824	0
KENTUCKY	0	28	2,622	55	15,440	0
LOUISIANA	46	48	8,474	71	3,725	0
MAINE	4	5	9	9	1,064	0
MARYLAND	36	121	4,115	115	2,318	0
MASSACHUSETTS	29	192	1,474	1,489	11,554	0
MICHIGAN	188	359	7,720	562	14,657	0
MINNESOTA	333	303	922	306	8,085	0
MISSISSIPPI	5	15	4,791	6	1,426	0
MISSOURI	33	54	3,970	130	8,357	0
MONTANA	201	5	25	11	947	0
NEBRASKA	112	30	752	446	4,700	0
NEVADA	38	76	363	368	858	0
NEW HAMPSHIRE	2	8	19	24	962	0
NEW JERSEY	10	178	1,875	1,131	1,981	0
NEW MEXICO	258	10	69	1,143	539	0
NEW YORK	60	394	4,508	2,883	3,604	4,820
NORTH CAROLINA	782	136	17,091	562	10,341	0
NORTH DAKOTA	141	14	16	18	1,035	0
OHIO	57	144	13,421	710	37,090	0
OKLAHOMA	1,151	35	2,320	377	5,086	0
OREGON	108	94	234	368	3,513	0
PENNSYLVANIA	44	194	5,288	1,402	20,260	0
PUERTO RICO	2	2	1	13,130	2	0
RHODE ISLAND	2	24	133	173	799	0
SOUTH CAROLINA	38	27	12,416	87	4,887	0
SOUTH DAKOTA	226	10	19	16	1,152	0
TENNESSEE	14	50	7,365	73	7,712	0
TEXAS	67	344	7,566	9,246	8,331	0
UTAH	70	60	57	313	2,782	0
VERMONT	7	15	13	6	1,371	0
VIRGINIA	11	258	6,891	620	6,637	0
WASHINGTON	360	299	637	928	4,784	0
WEST VIRGINIA	8	15	577	16	8,559	0
WISCONSIN	193	293	2,740	532	9,299	0
WYOMING	17	8	8	49	601	0
AMERICAN SAMOA	0	54	0	0	0	0
GUAM	0	94	1	2	1	0
NORTHERN MARIANAS	0	53	0	0	0	0
PALAU	0	5	0	0	0	0
VIRGIN ISLANDS	.		374	94	9	0
BUR. OF INDIAN AFFAIRS	539	.	.	.	.	0
U.S. AND OUTLYING AREAS	6,828	10,739	204,084	67,547	320,304	4,931
50 STATES, D.C. & P.R.	6,289	10,533	203,709	67,451	320,294	4,931

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

MENTAL RETARDATION

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.24	0.15	65.53	0.34	33.73
ALASKA	36.73	4.91	5.79	3.40	49.18
ARIZONA	8.39	0.95	8.46	38.67	43.53
ARKANSAS	0.30	0.18	44.84	0.99	53.70
CALIFORNIA	0.73	8.58	12.05	43.98	34.65
COLORADO	1.22	1.82	12.01	28.74	56.20
CONNECTICUT	0.41	1.09	30.57	21.91	46.02
DELAWARE	0.15	0.59	51.59	5.89	41.79
DISTRICT OF COLUMBIA	0.13	0.20	94.58	3.15	1.94
FLORIDA	0.15	0.74	50.06	12.90	36.16
GEORGIA	0.04	0.54	62.50	2.05	34.86
HAWAII	0.31	82.85	2.40	3.26	11.18
IDAHO	2.50	0.90	0.66	16.08	79.86
ILLINOIS	0.07	1.41	40.62	10.25	47.65
INDIANA	0.20	0.35	27.25	2.29	69.91
IOWA	0.65	0.83	6.48	2.74	89.30
KANSAS	1.26	0.72	17.33	7.93	72.75
KENTUCKY	0.00	0.15	14.45	0.30	85.09
LOUISIANA	0.37	0.39	68.54	0.57	30.13
MAINE	0.37	0.46	0.82	0.82	97.53
MARYLAND	0.54	1.80	61.37	1.72	34.57
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.80	1.53	32.87	2.39	62.41
MINNESOTA	3.35	3.05	9.27	3.08	81.26
MISSISSIPPI	0.08	0.24	76.74	0.10	22.84
MISSOURI	0.26	0.43	31.65	1.04	66.62
MONTANA	16.90	0.42	2.10	0.93	79.65
NEBRASKA	1.85	0.50	12.45	7.38	77.81
NEVADA	2.23	4.46	21.32	21.61	50.38
NEW HAMPSHIRE	0.20	0.79	1.87	2.36	94.78
NEW JERSEY	0.19	3.44	36.23	21.86	38.28
NEW MEXICO	12.78	0.50	3.42	56.61	26.70
NEW YORK	0.52	3.44	39.37	25.18	31.48
NORTH CAROLINA	2.70	0.47	59.11	1.94	35.77
NORTH DAKOTA	11.52	1.14	1.31	1.47	84.56
OHIO	0.11	0.28	26.10	1.38	72.13
OKLAHOMA	12.83	0.39	25.87	4.20	56.71
OREGON	2.50	2.18	5.42	8.52	81.38
PENNSYLVANIA	0.16	0.71	19.45	5.16	74.52
PUERTO RICO	0.02	0.02	0.01	99.95	0.02
RHODE ISLAND	0.18	2.12	11.76	15.30	70.65
SOUTH CAROLINA	0.22	0.15	71.13	0.50	28.00
SOUTH DAKOTA	15.88	0.70	1.34	1.12	80.96
TENNESSEE	0.09	0.33	48.41	0.48	50.69
TEXAS	0.26	1.35	29.61	36.18	32.60
UTAH	2.13	1.83	1.74	9.54	84.77
VERMONT	0.50	1.06	0.92	0.42	97.10
VIRGINIA	0.08	1.79	47.80	4.30	46.04
WASHINGTON	5.14	4.27	9.09	13.24	68.26
WEST VIRGINIA	0.09	0.16	6.29	0.17	93.29
WISCONSIN	1.48	2.24	20.98	4.07	71.22
WYOMING	2.49	1.17	1.17	7.17	87.99
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	95.92	1.02	2.04	1.02
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	78.41	19.71	1.89
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.12	1.76	33.48	11.08	52.55
50 STATES, D.C. & P.R.	1.03	1.73	33.49	11.09	52.66

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

EMOTIONAL DISTURBANCE

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	12	9	2,127	14	3,169	8
ALASKA	249	6	59	13	476	0
ARIZONA	303	29	508	909	4,084	0
ARKANSAS	1	3	111	3	331	0
CALIFORNIA	208	499	5,242	4,058	11,175	0
COLORADO	110	85	885	1,312	6,233	0
CONNECTICUT	46	35	1,670	1,269	4,400	0
DELAWARE	1	3	296	15	321	0
DISTRICT OF COLUMBIA	0	22	1,021	22	21	-7
FLORIDA	92	92	14,362	3,476	18,433	130
GEORGIA	21	88	10,458	269	12,802	0
HAWAII	23	2,155	84	116	769	0
IDAHO	17	2	8	37	689	0
ILLINOIS	26	176	10,558	2,206	17,686	0
INDIANA	19	20	1,959	145	9,226	0
IOWA	68	56	939	246	8,356	0
KANSAS	50	10	581	219	3,362	0
KENTUCKY	2	7	1,587	23	4,122	0
LOUISIANA	16	9	3,660	36	1,758	0
MAINE	4	14	38	39	3,804	0
MARYLAND	34	50	4,430	162	4,003	0
MASSACHUSETTS	26	170	1,304	1,317	10,225	0
MICHIGAN	185	277	3,587	356	14,016	0
MINNESOTA	962	177	2,125	382	14,071	0
MISSISSIPPI	0	0	242	2	331	0
MISSOURI	23	15	2,722	75	6,592	0
MONTANA	110	4	19	8	860	0
NEBRASKA	102	10	600	66	2,041	0
NEVADA	24	27	289	131	1,171	0
NEW HAMPSHIRE	6	5	25	23	2,328	0
NEW JERSEY	19	117	4,408	1,871	7,129	0
NEW MEXICO	279	18	159	1,493	1,309	0
NEW YORK	220	386	12,950	7,094	7,946	16,083
NORTH CAROLINA	93	20	5,361	84	4,720	0
NORTH DAKOTA	83	10	21	18	837	0
OHIO	25	27	3,601	199	10,597	0
OKLAHOMA	385	8	684	70	2,688	0
OREGON	94	42	266	170	3,895	0
PENNSYLVANIA	51	64	4,491	920	13,319	0
PUERTO RICO	0	0	0	823	0	0
RHODE ISLAND	21	18	243	190	1,923	0
SOUTH CAROLINA	7	9	3,326	39	2,668	0
SOUTH DAKOTA	144	1	10	9	454	0
TENNESSEE	8	12	956	26	2,539	0
TEXAS	116	139	7,660	9,402	18,950	0
UTAH	72	51	113	300	3,270	0
VERMONT	11	21	19	9	2,002	0
VIRGINIA	30	115	4,473	574	7,895	0
WASHINGTON	199	90	586	229	3,846	0
WEST VIRGINIA	4	2	186	6	1,968	0
WISCONSIN	517	73	2,373	424	12,775	0
WYOMING	36	1	17	53	824	0
AMERICAN SAMOA	0	5	0	0	0	0
GUAM	0	11	0	1	0	0
NORTHERN MARIANAS	0	10	0	0	0	0
PALAU	0	2	0	0	0	0
VIRGIN ISLANDS	.	.	47	6	2	0
BUR. OF INDIAN AFFAIRS	620	.	.	.	.	0
U.S. AND OUTLYING AREAS	5,774	5,307	123,446	40,959	278,411	16,214
50 STATES, D.C. & P.R.	5,154	5,279	123,399	40,952	278,409	16,214

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

EMOTIONAL DISTURBANCE

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.23	0.17	39.90	0.26	59.44
ALASKA	31.01	0.75	7.35	1.62	59.28
ARIZONA	5.19	0.50	8.71	15.58	70.02
ARKANSAS	0.22	0.67	24.72	0.67	73.72
CALIFORNIA	0.98	2.36	24.75	19.16	52.76
COLORADO	1.28	0.99	10.26	15.21	72.27
CONNECTICUT	0.62	0.47	22.51	17.10	59.30
DELAWARE	0.16	0.47	46.54	2.36	50.47
DISTRICT OF COLUMBIA	0.00	2.03	94.01	2.03	1.93
FLORIDA	0.25	0.25	39.40	9.54	50.56
GEORGIA	0.09	0.37	44.24	1.14	54.16
HAWAII	0.73	68.48	2.67	3.69	24.44
IDAHO	2.26	0.27	1.06	4.91	91.50
ILLINOIS	0.08	0.57	34.44	7.20	57.70
INDIANA	0.17	0.18	17.23	1.28	81.15
IOWA	0.70	0.58	9.72	2.55	86.46
KANSAS	1.18	0.24	13.76	5.19	79.63
KENTUCKY	0.03	0.12	27.64	0.40	71.80
LOUISIANA	0.29	0.16	66.80	0.66	32.09
MAINE	0.10	0.36	0.97	1.00	97.56
MARYLAND	0.39	0.58	51.04	1.87	46.12
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	1.00	1.50	19.47	1.93	76.09
MINNESOTA	5.43	1.00	11.99	2.16	79.42
MISSISSIPPI	0.00	0.00	42.09	0.35	57.57
MISSOURI	0.24	0.16	28.87	0.80	69.93
MONTANA	10.99	0.40	1.90	0.80	85.91
NEBRASKA	3.62	0.35	21.28	2.34	72.40
NEVADA	1.46	1.64	17.60	7.98	71.32
NEW HAMPSHIRE	0.25	0.21	1.05	0.96	97.53
NEW JERSEY	0.14	0.86	32.55	13.81	52.64
NEW MEXICO	8.56	0.55	4.88	45.83	40.18
NEW YORK	0.77	1.35	45.29	24.81	27.79
NORTH CAROLINA	0.90	0.19	52.16	0.82	45.92
NORTH DAKOTA	8.57	1.03	2.17	1.86	86.38
OHIO	0.17	0.19	24.92	1.38	73.34
OKLAHOMA	10.04	0.21	17.84	1.83	70.09
OREGON	2.10	0.94	5.95	3.81	87.19
PENNSYLVANIA	0.27	0.34	23.83	4.88	70.68
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.88	0.75	10.15	7.93	80.29
SOUTH CAROLINA	0.12	0.15	54.98	0.64	44.11
SOUTH DAKOTA	23.30	0.16	1.62	1.46	73.46
TENNESSEE	0.23	0.34	27.00	0.73	71.70
TEXAS	0.32	0.38	21.12	25.92	52.25
UTAH	1.89	1.34	2.97	7.88	85.92
VERMONT	0.53	1.02	0.92	0.44	97.09
VIRGINIA	0.23	0.88	34.18	4.39	60.33
WASHINGTON	4.02	1.82	11.84	4.63	77.70
WEST VIRGINIA	0.18	0.09	8.59	0.28	90.86
WISCONSIN	3.20	0.45	14.68	2.62	79.04
WYOMING	3.87	0.11	1.83	5.69	88.51
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	91.67	0.00	8.33	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	85.45	10.91	3.64
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.27	1.17	27.20	9.02	61.34
50 STATES, D.C. & P.R.	1.14	1.16	27.23	9.04	61.43

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

MULTIPLE DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	5	8	523	8	818	1
ALASKA	210	15	17	6	255	0
ARIZONA	203	26	76	451	900	0
ARKANSAS	6	9	259	17	758	0
CALIFORNIA	27	392	724	2,050	2,075	0
COLORADO	35	80	169	564	2,133	0
CONNECTICUT	12	29	334	349	1,269	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	111	7	10	-2
FLORIDA	0	0	0	0	0	0
GEORGIA	0	0	0	0	0	0
HAWAII	2	194	10	5	51	0
IDAHO	6	3	2	43	437	0
ILLINOIS	0	0	0	0	0	0
INDIANA	2	9	112	29	991	0
IOWA	2	4	8	7	315	0
KANSAS	25	21	316	117	1,882	0
KENTUCKY	0	11	266	16	1,898	0
LOUISIANA	3	10	449	12	492	0
MAINE	11	8	36	13	2,510	0
MARYLAND	23	203	2,155	324	3,351	0
MASSACHUSETTS	5	36	274	277	2,146	0
MICHIGAN	17	57	603	66	2,032	0
MINNESOTA	0	0	0	0	0	0
MISSISSIPPI	2	3	255	1	225	0
MISSOURI	5	12	133	10	668	0
MONTANA	69	6	8	11	475	0
NEBRASKA	5	3	23	16	332	0
NEVADA	11	29	80	128	371	0
NEW HAMPSHIRE	3	3	4	3	343	0
NEW JERSEY	15	371	5,523	2,530	9,054	0
NEW MEXICO	182	4	37	503	398	0
NEW YORK	37	306	2,334	1,637	5,897	10,518
NORTH CAROLINA	25	18	545	30	1,138	0
NORTH DAKOTA	0	0	0	0	0	0
OHIO	23	73	2,225	173	10,373	0
OKLAHOMA	234	16	209	71	1,090	0
OREGON	0	0	0	0	0	0
PENNSYLVANIA	7	19	254	114	1,379	0
PUERTO RICO	1	0	0	1,229	0	0
RHODE ISLAND	1	3	5	33	243	0
SOUTH CAROLINA	0	1	118	1	121	0
SOUTH DAKOTA	94	4	11	11	468	0
TENNESSEE	1	10	383	10	1,337	0
TEXAS	17	101	847	1,490	2,261	0
UTAH	39	30	11	89	1,186	0
VERMONT	1	1	1	0	110	0
VIRGINIA	1	45	512	78	1,192	0
WASHINGTON	91	133	155	214	2,212	0
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0
WYOMING	1	0	0	0	7	0
AMERICAN SAMOA	0	25	0	0	0	0
GUAM	0	64	2	1	1	0
NORTHERN MARIANAS	0	40	0	0	0	0
PALAU	0	4	1	0	0	0
VIRGIN ISLANDS	.	.	30	3	2	0
BUR. OF INDIAN AFFAIRS	475	.	.	.	.	0
U.S. AND OUTLYING AREAS	1,934	2,439	20,150	12,747	65,206	10,517
50 STATES, D.C. & P.R.	1,459	2,306	20,117	12,743	65,203	10,517

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

MULTIPLE DISABILITIES

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.37	0.59	38.40	0.59	60.06
ALASKA	41.75	2.98	3.38	1.19	50.70
ARIZONA	12.26	1.57	4.59	27.23	54.35
ARKANSAS	0.57	0.86	24.69	1.62	72.26
CALIFORNIA	0.51	7.44	13.74	38.91	39.39
COLORADO	1.17	2.68	5.67	18.92	71.55
CONNECTICUT	0.60	1.46	16.76	17.51	63.67
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	86.72	5.47	7.81
FLORIDA	0.00	0.00	0.00	0.00	0.00
GEORGIA	0.00	0.00	0.00	0.00	0.00
HAWAII	0.76	74.05	3.82	1.91	19.47
IDAHO	1.22	0.61	0.41	8.76	89.00
ILLINOIS	0.00	0.00	0.00	0.00	0.00
INDIANA	0.17	0.79	9.80	2.54	86.70
IOWA	0.60	1.19	2.38	2.08	93.75
KANSAS	1.06	0.89	13.38	4.96	79.71
KENTUCKY	0.00	0.50	12.14	0.73	86.63
LOUISIANA	0.31	1.04	46.48	1.24	50.93
MAINE	0.43	0.31	1.40	0.50	97.36
MARYLAND	0.38	3.35	35.58	5.35	55.33
MASSACHUSETTS	0.18	1.31	10.01	10.12	78.38
MICHIGAN	0.61	2.05	21.73	2.38	73.23
MINNESOTA	0.00	0.00	0.00	0.00	0.00
MISSISSIPPI	0.41	0.62	52.47	0.21	46.30
MISSOURI	0.60	1.45	16.06	1.21	80.68
MONTANA	12.13	1.05	1.41	1.93	83.48
NEBRASKA	1.32	0.79	6.07	4.22	87.60
NEVADA	1.78	4.68	12.92	20.68	59.94
NEW HAMPSHIRE	0.84	0.84	1.12	0.84	96.35
NEW JERSEY	0.09	2.12	31.57	14.46	51.76
NEW MEXICO	16.19	0.36	3.29	44.75	35.41
NEW YORK	0.36	3.00	22.86	16.03	57.75
NORTH CAROLINA	1.42	1.03	31.04	1.71	64.81
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00
OHIO	0.18	0.57	17.29	1.34	80.62
OKLAHOMA	14.44	0.99	12.90	4.38	67.28
OREGON	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.39	1.07	14.33	6.43	77.78
PUERTO RICO	0.08	0.00	0.00	99.92	0.00
RHODE ISLAND	0.35	1.05	1.75	11.58	85.26
SOUTH CAROLINA	0.00	0.41	48.96	0.41	50.21
SOUTH DAKOTA	15.99	0.68	1.87	1.87	79.59
TENNESSEE	0.06	0.57	22.00	0.57	76.79
TEXAS	0.36	2.14	17.96	31.59	47.94
UTAH	2.88	2.21	0.81	6.57	87.53
VERMONT	0.88	0.88	0.88	0.00	97.35
VIRGINIA	0.05	2.46	28.01	4.27	65.21
WASHINGTON	3.24	4.74	5.53	7.63	78.86
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00
WISCONSIN	0.00	0.00	0.00	0.00	0.00
WYOMING	12.50	0.00	0.00	0.00	87.50
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	94.12	2.94	1.47	1.47
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	80.00	20.00	0.00	0.00
VIRGIN ISLANDS	.	.	85.71	8.57	5.71
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.89	2.38	19.66	12.44	63.63
50 STATES, D.C. & P.R.	1.43	2.26	19.76	12.51	64.03

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

HEARING IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	8	9	372	8	615	0
ALASKA	88	22	12	8	123	0
ARIZONA	137	36	61	539	703	0
ARKANSAS	5	4	121	17	452	0
CALIFORNIA	80	1,043	774	4,217	3,431	0
COLORADO	13	43	77	283	784	0
CONNECTICUT	5	22	93	110	519	0
DELAWARE	0	6	69	18	142	0
DISTRICT OF COLUMBIA	0	0	18	1	7	0
FLORIDA	4	47	753	591	1,585	16
GEORGIA	4	33	570	75	771	0
HAWAII	0	243	3	9	25	0
IDAHO	6	7	0	38	239	0
ILLINOIS	4	98	678	492	2,063	0
INDIANA	3	12	173	40	1,440	0
IOWA	5	18	27	22	505	0
KANSAS	8	9	59	51	453	0
KENTUCKY	0	0	66	10	623	0
LOUISIANA	12	12	584	16	714	0
MAINE	1	2	3	1	238	0
MARYLAND	7	56	402	62	759	0
MASSACHUSETTS	3	18	142	143	1,114	0
MICHIGAN	19	99	578	109	2,204	0
MINNESOTA	32	210	97	82	1,419	0
MISSISSIPPI	3	3	315	5	262	0
MISSOURI	2	14	205	15	922	0
MONTANA	16	3	2	2	180	0
NEBRASKA	12	14	46	31	487	0
NEVADA	13	26	38	99	207	0
NEW HAMPSHIRE	2	4	1	5	254	0
NEW JERSEY	1	84	249	252	881	0
NEW MEXICO	62	11	14	242	179	0
NEW YORK	21	338	1,149	1,558	1,432	1,265
NORTH CAROLINA	42	36	636	94	1,210	0
NORTH DAKOTA	13	5	0	2	115	0
OHIO	2	31	341	36	2,102	0
OKLAHOMA	76	11	70	43	564	0
OREGON	13	43	19	110	818	0
PENNSYLVANIA	7	47	351	127	2,060	0
PUERTO RICO	0	0	0	844	0	0
RHODE ISLAND	3	10	10	26	185	0
SOUTH CAROLINA	5	7	471	21	558	0
SOUTH DAKOTA	19	4	1	1	95	0
TENNESSEE	3	19	330	18	920	0
TEXAS	19	144	858	2,404	2,498	0
UTAH	28	17	0	61	868	0
VERMONT	1	2	2	1	206	0
VIRGINIA	0	49	341	86	805	0
WASHINGTON	49	100	60	188	1,212	0
WEST VIRGINIA	0	3	13	3	345	0
WISCONSIN	13	108	126	59	1,090	0
WYOMING	4	2	1	9	153	0
AMERICAN SAMOA	0	12	0	0	0	0
GUAM	0	32	0	0	0	0
NORTHERN MARIANAS	0	14	0	0	0	0
PALAU	0	4	0	0	0	0
VIRGIN ISLANDS	.	.	11	1	.	0
BUR. OF INDIAN AFFAIRS	58	.	.	.	.	0
U.S. AND OUTLYING AREAS	931	3,246	11,392	13,285	41,536	1,281
50 STATES, D.C. & P.R.	873	3,184	11,381	13,284	41,536	1,281

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

HEARING IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.79	0.89	36.76	0.79	60.77
ALASKA	34.78	8.70	4.74	3.16	48.62
ARIZONA	9.28	2.44	4.13	36.52	47.63
ARKANSAS	0.83	0.67	20.20	2.84	75.46
CALIFORNIA	0.84	10.93	8.11	44.18	35.95
COLORADO	1.08	3.58	6.42	23.58	65.33
CONNECTICUT	0.67	2.94	12.42	14.69	69.29
DELAWARE	0.00	2.55	29.36	7.66	60.43
DISTRICT OF COLUMBIA	0.00	0.00	69.23	3.85	26.92
FLORIDA	0.13	1.58	25.27	19.83	53.19
GEORGIA	0.28	2.27	39.23	5.16	53.06
HAWAII	0.00	86.79	1.07	3.21	8.93
IDAHO	2.07	2.41	0.00	13.10	82.41
ILLINOIS	0.12	2.94	20.33	14.75	61.86
INDIANA	0.18	0.72	10.37	2.40	86.33
IOWA	0.87	3.12	4.68	3.81	87.52
KANSAS	1.38	1.55	10.17	8.79	78.10
KENTUCKY	0.00	0.00	9.44	1.43	89.13
LOUISIANA	0.90	0.90	43.65	1.20	53.36
MAINE	0.41	0.82	1.22	0.41	97.14
MARYLAND	0.54	4.35	31.26	4.82	59.02
MASSACHUSETTS	0.21	1.27	10.00	10.07	78.45
MICHIGAN	0.63	3.29	19.21	3.62	73.25
MINNESOTA	1.74	11.41	5.27	4.46	77.12
MISSISSIPPI	0.51	0.51	53.57	0.85	44.56
MISSOURI	0.17	1.21	17.70	1.30	79.62
MONTANA	7.88	1.48	0.99	0.99	88.67
NEBRASKA	2.03	2.37	7.80	5.25	82.54
NEVADA	3.39	6.79	9.92	25.85	54.05
NEW HAMPSHIRE	0.75	1.50	0.38	1.88	95.49
NEW JERSEY	0.07	5.73	16.97	17.18	60.05
NEW MEXICO	12.20	2.17	2.76	47.64	35.24
NEW YORK	0.47	7.51	25.54	34.64	31.84
NORTH CAROLINA	2.08	1.78	31.52	4.66	59.96
NORTH DAKOTA	9.63	3.70	0.00	1.48	85.19
OHIO	0.08	1.23	13.57	1.43	83.68
OKLAHOMA	9.95	1.44	9.16	5.63	73.82
OREGON	1.30	4.29	1.89	10.97	81.56
PENNSYLVANIA	0.27	1.81	13.54	4.90	79.48
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	1.28	4.27	4.27	11.11	79.06
SOUTH CAROLINA	0.47	0.66	44.35	1.98	52.54
SOUTH DAKOTA	15.83	3.33	0.83	0.83	79.17
TENNESSEE	0.23	1.47	25.58	1.40	71.32
TEXAS	0.32	2.43	14.49	40.59	42.17
UTAH	2.87	1.75	0.00	6.26	89.12
VERMONT	0.47	0.94	0.94	0.47	97.17
VIRGINIA	0.00	3.83	26.62	6.71	62.84
WASHINGTON	3.05	6.22	3.73	11.68	75.33
WEST VIRGINIA	0.00	0.82	3.57	0.82	94.78
WISCONSIN	0.93	7.74	9.03	4.23	78.08
WYOMING	2.37	1.18	0.59	5.33	90.53
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	91.67	8.33	.
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.32	4.61	16.18	18.87	59.01
50 STATES, D.C. & P.R.	1.24	4.53	16.20	18.91	59.12

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	3	2	184	4	437	0
ALASKA	17	2	2	0	52	0
ARIZONA	60	19	48	274	665	0
ARKANSAS	2	0	46	4	154	0
CALIFORNIA	61	872	1,022	4,588	4,843	0
COLORADO	51	64	342	683	3,763	0
CONNECTICUT	0	6	37	29	203	0
DELAWARE	0	8	255	33	564	0
DISTRICT OF COLUMBIA	0	0	137	5	1	-1
FLORIDA	10	51	890	665	2,633	29
GEORGIA	0	19	291	30	599	0
HAWAII	1	83	2	4	34	0
IDAHO	2	1	2	13	106	0
ILLINOIS	5	53	559	315	1,775	0
INDIANA	2	9	86	30	1,172	0
IOWA	2	9	26	16	748	0
KANSAS	7	2	23	26	413	0
KENTUCKY	1	1	52	4	398	0
LOUISIANA	12	13	483	10	868	0
MAINE	1	1	2	2	67	0
MARYLAND	1	12	185	13	259	0
MASSACHUSETTS	2	12	91	91	709	0
MICHIGAN	112	317	1,381	221	9,653	0
MINNESOTA	26	72	59	37	1,306	0
MISSISSIPPI	2	7	652	2	892	0
MISSOURI	1	11	123	12	571	0
MONTANA	6	0	1	1	61	0
NEBRASKA	4	8	28	17	383	0
NEVADA	3	15	22	50	180	0
NEW HAMPSHIRE	0	2	1	1	141	0
NEW JERSEY	1	24	106	75	405	0
NEW MEXICO	11	4	6	125	123	0
NEW YORK	9	90	452	374	966	883
NORTH CAROLINA	8	15	261	15	752	0
NORTH DAKOTA	3	2	0	1	127	0
OHIO	4	28	318	28	1,978	0
OKLAHOMA	56	6	21	20	368	0
OREGON	16	36	16	53	633	0
PENNSYLVANIA	4	15	276	75	917	0
PUERTO RICO	0	0	0	513	0	0
RHODE ISLAND	1	0	3	12	129	0
SOUTH CAROLINA	2	3	275	5	476	0
SOUTH DAKOTA	7	3	1	2	79	0
TENNESSEE	1	8	206	9	874	0
TEXAS	8	69	741	2,111	2,352	0
UTAH	5	2	0	23	141	0
VERMONT	1	1	1	0	108	0
VIRGINIA	2	37	188	38	590	0
WASHINGTON	20	47	49	83	689	0
WEST VIRGINIA	0	0	7	1	181	0
WISCONSIN	12	33	273	82	963	0
WYOMING	4	2	0	7	123	0
AMERICAN SAMOA	0	1	0	0	0	0
GUAM	0	8	2	0	0	0
NORTHERN MARIANAS	0	7	0	0	0	0
PALAU	0	6	1	0	0	0
VIRGIN ISLANDS	.	.	5	1	1	0
BUR. OF INDIAN AFFAIRS	126	.	.	.	.	0
U.S. AND OUTLYING AREAS	695	2,118	10,240	10,833	46,625	911
50 STATES, D.C. & P.R.	569	2,096	10,232	10,832	46,624	911

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.48	0.32	29.21	0.63	69.37
ALASKA	23.29	2.74	2.74	0.00	71.23
ARIZONA	5.63	1.78	4.50	25.70	62.38
ARKANSAS	0.97	0.00	22.33	1.94	74.76
CALIFORNIA	0.54	7.66	8.98	40.30	42.53
COLORADO	1.04	1.31	6.98	13.93	76.75
CONNECTICUT	0.00	2.18	13.45	10.55	73.82
DELAWARE	0.00	0.93	29.65	3.84	65.58
DISTRICT OF COLUMBIA	0.00	0.00	95.80	3.50	0.70
FLORIDA	0.24	1.20	20.95	15.65	61.97
GEORGIA	0.00	2.02	30.99	3.19	63.79
HAWAII	0.81	66.94	1.61	3.23	27.42
IDAHO	1.61	0.81	1.61	10.48	85.48
ILLINOIS	0.18	1.96	20.65	11.64	65.57
INDIANA	0.15	0.69	6.62	2.31	90.22
IOWA	0.25	1.12	3.25	2.00	93.38
KANSAS	1.49	0.42	4.88	5.52	87.69
KENTUCKY	0.22	0.22	11.40	0.88	87.28
LOUISIANA	0.87	0.94	34.85	0.72	62.63
MAINE	1.37	1.37	2.74	2.74	91.78
MARYLAND	0.21	2.55	39.36	2.77	55.11
MASSACHUSETTS	0.22	1.33	10.06	10.06	78.34
MICHIGAN	0.96	2.71	11.82	1.89	82.62
MINNESOTA	1.73	4.80	3.93	2.47	87.07
MISSISSIPPI	0.13	0.45	41.93	0.13	57.36
MISSOURI	0.14	1.53	17.13	1.67	79.53
MONTANA	8.70	0.00	1.45	1.45	88.41
NEBRASKA	0.91	1.82	6.36	3.86	87.05
NEVADA	1.11	5.56	8.15	18.52	66.67
NEW HAMPSHIRE	0.00	1.38	0.69	0.69	97.24
NEW JERSEY	0.16	3.93	17.35	12.27	66.28
NEW MEXICO	4.09	1.49	2.23	46.47	45.72
NEW YORK	0.48	4.76	23.90	19.78	51.08
NORTH CAROLINA	0.76	1.43	24.83	1.43	71.55
NORTH DAKOTA	2.26	1.50	0.00	0.75	95.49
OHIO	0.17	1.19	13.50	1.19	83.96
OKLAHOMA	11.89	1.27	4.46	4.25	78.13
OREGON	2.12	4.77	2.12	7.03	83.95
PENNSYLVANIA	0.31	1.17	21.45	5.83	71.25
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.69	0.00	2.07	8.28	88.97
SOUTH CAROLINA	0.26	0.39	36.14	0.66	62.55
SOUTH DAKOTA	7.61	3.26	1.09	2.17	85.87
TENNESSEE	0.09	0.73	18.76	0.82	79.60
TEXAS	0.15	1.31	14.03	39.97	44.54
UTAH	2.92	1.17	0.00	13.45	82.46
VERMONT	0.90	0.90	0.90	0.00	97.30
VIRGINIA	0.23	4.33	21.99	4.44	69.01
WASHINGTON	2.25	5.29	5.52	9.35	77.59
WEST VIRGINIA	0.00	0.00	3.70	0.53	95.77
WISCONSIN	0.88	2.42	20.03	6.02	70.65
WYOMING	2.94	1.47	0.00	5.15	90.44
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	80.00	20.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	85.71	14.29	0.00	0.00
VIRGIN ISLANDS	.	.	71.43	14.29	14.29
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	0.99	3.00	14.52	15.36	66.12
50 STATES, D.C. & P.R.	0.81	2.98	14.54	15.40	66.27

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

OTHER HEALTH IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	9	10	808	20	2,485	1
ALASKA	190	16	33	20	450	0
ARIZONA	79	15	80	273	1,100	0
ARKANSAS	29	17	780	51	4,072	0
CALIFORNIA	135	681	1,823	4,470	9,197	0
COLORADO	0	0	0	0	0	0
CONNECTICUT	36	49	570	405	5,683	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	3	632	26	32	0
FLORIDA	14	39	1,232	681	4,233	49
GEORGIA	13	68	3,000	187	8,098	0
HAWAII	5	725	40	35	236	0
IDAHO	18	5	1	59	1,031	0
ILLINOIS	3	36	696	229	5,198	0
INDIANA	4	10	171	24	2,547	0
IOWA	0	3	6	2	87	0
KANSAS	47	15	371	194	3,725	0
KENTUCKY	3	7	658	26	4,887	0
LOUISIANA	29	16	2,565	50	4,604	0
MAINE	7	11	25	12	2,007	0
MARYLAND	20	88	2,018	98	4,233	0
MASSACHUSETTS	2	16	121	123	952	0
MICHIGAN	0	0	0	0	0	0
MINNESOTA	174	117	353	164	6,023	0
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	14	19	792	29	5,421	0
MONTANA	76	5	8	12	914	0
NEBRASKA	37	13	203	78	1,772	0
NEVADA	31	18	126	119	933	0
NEW HAMPSHIRE	7	12	26	32	3,246	0
NEW JERSEY	6	72	532	333	3,022	0
NEW MEXICO	163	4	56	745	887	0
NEW YORK	35	168	1,533	890	7,512	11,685
NORTH CAROLINA	135	51	3,731	130	9,186	0
NORTH DAKOTA	39	3	8	3	474	0
OHIO	9	28	427	45	4,649	0
OKLAHOMA	307	12	254	56	2,110	0
OREGON	89	66	197	196	3,751	0
PENNSYLVANIA	1	7	69	35	1,419	0
PUERTO RICO	2	0	0	1,260	0	0
RHODE ISLAND	6	11	51	52	1,979	0
SOUTH CAROLINA	0	7	953	20	1,919	0
SOUTH DAKOTA	48	3	5	3	383	0
TENNESSEE	7	24	1,439	37	7,158	0
TEXAS	108	298	5,192	7,818	22,071	0
UTAH	10	12	16	60	905	0
VERMONT	6	11	10	5	1,073	0
VIRGINIA	16	74	2,430	323	7,326	0
WASHINGTON	524	451	887	829	14,446	0
WEST VIRGINIA	5	2	105	5	1,899	0
WISCONSIN	60	49	853	154	3,679	0
WYOMING	14	4	7	48	744	0
AMERICAN SAMOA	0	1	0	0	0	0
GUAM	0	51	0	0	4	0
NORTHERN MARIANAS	0	10	0	0	0	0
PALAU	0	2	0	0	0	0
VIRGIN ISLANDS	.	.	28	3	4	0
BUR. OF INDIAN AFFAIRS	212	.	.	.	.	0
U.S. AND OUTLYING AREAS	2,784	3,435	35,921	20,469	179,766	11,735
50 STATES, D.C. & P.R.	2,572	3,371	35,893	20,466	179,758	11,735

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

OTHER HEALTH IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.27	0.30	24.25	0.60	74.58
ALASKA	26.80	2.26	4.65	2.82	63.47
ARIZONA	5.11	0.97	5.17	17.65	71.11
ARKANSAS	0.59	0.34	15.76	1.03	82.28
CALIFORNIA	0.83	4.18	11.18	27.41	56.40
COLORADO	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	0.53	0.73	8.45	6.01	84.28
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.43	91.20	3.75	4.62
FLORIDA	0.23	0.63	19.87	10.99	68.29
GEORGIA	0.11	0.60	26.39	1.65	71.25
HAWAII	0.48	69.64	3.84	3.36	22.67
IDAHO	1.62	0.45	0.09	5.30	92.55
ILLINOIS	0.05	0.58	11.30	3.72	84.36
INDIANA	0.15	0.36	6.20	0.87	92.42
IOWA	0.00	3.06	6.12	2.04	88.78
KANSAS	1.08	0.34	8.52	4.46	85.59
KENTUCKY	0.05	0.13	11.79	0.47	87.56
LOUISIANA	0.40	0.22	35.31	0.69	63.38
MAINE	0.34	0.53	1.21	0.58	97.33
MARYLAND	0.31	1.36	31.25	1.52	65.56
MASSACHUSETTS	0.16	1.32	9.97	10.13	78.42
MICHIGAN	0.00	0.00	0.00	0.00	0.00
MINNESOTA	2.55	1.71	5.17	2.40	88.17
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00
MISSOURI	0.22	0.30	12.62	0.46	86.39
MONTANA	7.49	0.49	0.79	1.18	90.05
NEBRASKA	1.76	0.62	9.65	3.71	84.26
NEVADA	2.53	1.47	10.27	9.70	76.04
NEW HAMPSHIRE	0.21	0.36	0.78	0.96	97.68
NEW JERSEY	0.15	1.82	13.42	8.40	76.22
NEW MEXICO	8.79	0.22	3.02	40.16	47.82
NEW YORK	0.35	1.66	15.12	8.78	74.10
NORTH CAROLINA	1.02	0.39	28.19	0.98	69.42
NORTH DAKOTA	7.40	0.57	1.52	0.57	89.94
OHIO	0.17	0.54	8.28	0.87	90.13
OKLAHOMA	11.21	0.44	9.27	2.04	77.04
OREGON	2.07	1.54	4.58	4.56	87.25
PENNSYLVANIA	0.07	0.46	4.51	2.29	92.68
PUERTO RICO	0.16	0.00	0.00	99.84	0.00
RHODE ISLAND	0.29	0.52	2.43	2.48	94.28
SOUTH CAROLINA	0.00	0.24	32.87	0.69	66.20
SOUTH DAKOTA	10.86	0.68	1.13	0.68	86.65
TENNESSEE	0.08	0.28	16.61	0.43	82.61
TEXAS	0.30	0.84	14.63	22.03	62.19
UTAH	1.00	1.20	1.60	5.98	90.23
VERMONT	0.54	1.00	0.90	0.45	97.10
VIRGINIA	0.16	0.73	23.90	3.18	72.04
WASHINGTON	3.06	2.63	5.18	4.84	84.30
WEST VIRGINIA	0.25	0.10	5.21	0.25	94.20
WISCONSIN	1.25	1.02	17.79	3.21	76.73
WYOMING	1.71	0.49	0.86	5.88	91.06
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	92.73	0.00	0.00	7.27
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	80.00	8.57	11.43
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.15	1.42	14.82	8.45	74.17
50 STATES, D.C. & P.R.	1.06	1.39	14.83	8.45	74.26

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

VISUAL IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	0	1	167	3	238	0
ALASKA	15	3	3	0	23	0
ARIZONA	66	4	22	126	293	0
ARKANSAS	1	0	50	10	158	0
CALIFORNIA	25	325	361	1,307	1,694	0
COLORADO	1	9	20	57	205	0
CONNECTICUT	0	9	57	48	231	1
DELAWARE	0	4	13	1	40	0
DISTRICT OF COLUMBIA	0	0	327	3	8	0
FLORIDA	7	16	239	164	629	17
GEORGIA	0	7	201	16	358	0
HAWAII	2	51	2	0	16	0
IDAHO	0	3	2	7	100	0
ILLINOIS	2	18	240	120	729	0
INDIANA	1	3	86	22	648	0
IOWA	0	3	4	1	123	0
KANSAS	3	3	19	13	155	0
KENTUCKY	0	0	28	1	382	0
LOUISIANA	2	4	178	5	234	0
MAINE	3	0	0	0	88	0
MARYLAND	1	18	215	13	268	0
MASSACHUSETTS	1	8	63	64	493	0
MICHIGAN	6	33	203	17	603	0
MINNESOTA	6	27	27	14	306	0
MISSISSIPPI	0	1	130	1	102	0
MISSOURI	1	7	67	4	335	0
MONTANA	8	0	0	0	52	0
NEBRASKA	3	6	9	9	198	0
NEVADA	5	6	14	19	74	0
NEW HAMPSHIRE	0	1	2	1	134	0
NEW JERSEY	0	13	61	54	220	0
NEW MEXICO	30	2	3	95	65	0
NEW YORK	5	109	456	423	506	436
NORTH CAROLINA	3	4	187	12	417	0
NORTH DAKOTA	4	1	1	0	45	0
OHIO	0	15	159	11	864	0
OKLAHOMA	31	8	26	8	278	0
OREGON	5	8	5	30	274	0
PENNSYLVANIA	7	25	203	30	865	0
PUERTO RICO	0	0	0	503	0	0
RHODE ISLAND	0	1	4	4	56	0
SOUTH CAROLINA	0	1	154	1	195	0
SOUTH DAKOTA	8	1	0	1	39	0
TENNESSEE	0	5	165	8	613	0
TEXAS	4	57	373	759	1,202	0
UTAH	7	6	2	21	352	0
VERMONT	0	1	0	0	49	0
VIRGINIA	3	13	125	27	319	0
WASHINGTON	5	30	20	35	242	0
WEST VIRGINIA	1	0	9	0	196	0
WISCONSIN	3	14	45	12	328	0
WYOMING	0	0	0	2	56	0
AMERICAN SAMOA	0	3	0	0	0	0
GUAM	0	12	0	0	0	0
NORTHERN MARIANAS	0	4	0	0	0	0
PALAU	0	2	0	0	0	0
VIRGIN ISLANDS	.	.	9	3	4	0
BUR. OF INDIAN AFFAIRS	13	.	.	.	.	0
U.S. AND OUTLYING AREAS	288	905	4,756	4,085	16,102	454
50 STATES, D.C. & P.R.	275	884	4,747	4,082	16,098	454

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

VISUAL IMPAIRMENTS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.24	40.83	0.73	58.19
ALASKA	34.09	6.82	6.82	0.00	52.27
ARIZONA	12.92	0.78	4.31	24.66	57.34
ARKANSAS	0.46	0.00	22.83	4.57	72.15
CALIFORNIA	0.67	8.76	9.73	35.21	45.64
COLORADO	0.34	3.08	6.85	19.52	70.21
CONNECTICUT	0.00	2.61	16.52	13.91	66.96
DELAWARE	0.00	6.90	22.41	1.72	68.97
DISTRICT OF COLUMBIA	0.00	0.00	96.75	0.89	2.37
FLORIDA	0.66	1.52	22.65	15.55	59.62
GEORGIA	0.00	1.20	34.54	2.75	61.51
HAWAII	2.82	71.82	2.82	0.00	22.54
IDAHO	0.00	2.68	1.79	6.25	89.29
ILLINOIS	0.18	1.62	21.64	10.82	65.73
INDIANA	0.13	0.39	11.32	2.89	85.26
IOWA	0.00	2.29	3.05	0.76	93.89
KANSAS	1.55	1.55	9.84	6.74	80.31
KENTUCKY	0.00	0.00	6.81	0.24	92.94
LOUISIANA	0.47	0.95	42.08	1.18	55.32
MAINE	3.30	0.00	0.00	0.00	96.70
MARYLAND	0.19	3.50	41.75	2.52	52.04
MASSACHUSETTS	0.16	1.27	10.02	10.17	78.38
MICHIGAN	0.70	3.83	23.55	1.97	69.95
MINNESOTA	1.58	7.11	7.11	3.68	80.53
MISSISSIPPI	0.00	0.43	55.56	0.43	43.59
MISSOURI	0.24	1.69	16.18	0.97	80.92
MONTANA	13.33	0.00	0.00	0.00	86.67
NEBRASKA	1.33	2.67	4.00	4.00	88.00
NEVADA	4.24	5.08	11.86	16.10	62.71
NEW HAMPSHIRE	0.00	0.72	1.45	0.72	97.10
NEW JERSEY	0.00	3.74	17.53	15.52	63.22
NEW MEXICO	15.38	1.03	1.54	48.72	33.33
NEW YORK	0.33	7.27	30.42	28.22	33.76
NORTH CAROLINA	0.48	0.64	30.02	1.93	66.93
NORTH DAKOTA	7.84	1.96	1.96	0.00	88.24
OHIO	0.00	1.43	15.16	1.05	82.36
OKLAHOMA	8.83	2.28	7.41	2.28	79.20
OREGON	1.55	2.48	1.55	9.32	85.09
PENNSYLVANIA	0.62	2.21	17.96	2.65	76.55
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	1.54	6.15	6.15	86.15
SOUTH CAROLINA	0.00	0.28	43.87	0.28	55.56
SOUTH DAKOTA	16.33	2.04	0.00	2.04	79.59
TENNESSEE	0.00	0.63	20.86	1.01	77.50
TEXAS	0.17	2.38	15.57	31.69	50.19
UTAH	1.80	1.55	0.52	5.41	90.72
VERMONT	0.00	2.00	0.00	0.00	98.00
VIRGINIA	0.62	2.67	25.67	5.54	65.50
WASHINGTON	1.51	9.04	6.02	10.54	72.89
WEST VIRGINIA	0.49	0.00	4.37	0.00	95.15
WISCONSIN	0.75	3.48	11.19	2.99	81.59
WYOMING	0.00	0.00	0.00	3.45	96.55
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	56.25	18.75	25.00
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.10	3.46	18.20	15.63	61.61
50 STATES, D.C. & P.R.	1.05	3.39	18.20	15.65	61.71

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

AUTISM

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	1	5	289	4	371	0
ALASKA	21	10	11	5	118	0
ARIZONA	25	25	61	171	615	0
ARKANSAS	4	7	145	4	400	0
CALIFORNIA	43	1.197	1.090	1,876	4,170	0
COLORADO	2	19	33	32	264	0
CONNECTICUT	2	28	112	62	828	0
DELAWARE	0	4	67	7	170	0
DISTRICT OF COLUMBIA	0	0	61	1	3	0
FLORIDA	11	80	786	645	1.563	29
GEORGIA	2	35	666	33	866	0
HAWAII	0	137	7	3	51	0
IDAHO	1	5	1	9	223	0
ILLINOIS	1	82	697	192	1,463	0
INDIANA	0	13	215	24	1,828	0
IOWA	2	4	33	10	494	0
KANSAS	4	7	56	24	380	0
KENTUCKY	2	8	89	6	634	0
LOUISIANA	3	13	543	11	462	0
MAINE	3	0	0	0	355	0
MARYLAND	1	52	614	40	844	0
MASSACHUSETTS	1	8	59	60	462	0
MICHIGAN	29	190	628	48	2,554	0
MINNESOTA	28	64	156	33	1.677	0
MISSISSIPPI	1	2	204	2	124	0
MISSOURI	3	21	256	18	1,063	0
MONTANA	7	1	1	0	118	0
NEBRASKA	3	7	21	9	249	0
NEVADA	5	16	30	30	192	0
NEW HAMPSHIRE	0	2	1	0	265	0
NEW JERSEY	4	171	424	241	1.538	0
NEW MEXICO	10	3	7	52	121	0
NEW YORK	37	238	1.226	778	1,528	1.144
NORTH CAROLINA	4	37	980	40	1.330	0
NORTH DAKOTA	5	0	1	0	92	0
OHIO	1	22	179	8	1.364	0
OKLAHOMA	48	10	96	20	373	0
OREGON	37	52	49	83	1,997	0
PENNSYLVANIA	8	62	556	80	2,001	0
PUERTO RICO	0	0	0	408	0	0
RHODE ISLAND	1	0	10	9	218	0
SOUTH CAROLINA	1	7	396	8	305	0
SOUTH DAKOTA	12	0	1	2	153	0
TENNESSEE	1	12	261	10	535	0
TEXAS	16	195	1.058	1,010	2,855	0
UTAH	3	10	10	17	432	0
VERMONT	1	2	1	1	155	0
VIRGINIA	2	73	582	52	1,005	0
WASHINGTON	17	93	100	58	1,078	0
WEST VIRGINIA	1	3	17	4	237	0
WISCONSIN	6	29	183	33	1.194	0
WYOMING	0	0	2	1	80	0
AMERICAN SAMOA	0	1	0	0	0	0
GUAM	0	7	1	0	0	0
NORTHERN MARIANAS	0	3	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	4	.	2	0
BUR. OF INDIAN AFFAIRS	10	.	.	.	.	0
U.S. AND OUTLYING AREAS	430	3,072	13.076	6,274	41.399	1,173
50 STATES, D.C. & P.R.	420	3.061	13.071	6,274	41.397	1,173

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

AUTISM

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.15	0.75	43.13	0.60	55.37
ALASKA	12.73	6.06	6.67	3.03	71.52
ARIZONA	2.79	2.79	6.80	19.06	68.56
ARKANSAS	0.71	1.25	25.89	0.71	71.43
CALIFORNIA	0.51	14.29	13.01	22.40	49.79
COLORADO	0.57	5.43	9.43	9.14	75.43
CONNECTICUT	0.19	2.71	10.85	6.01	80.23
DELAWARE	0.00	1.61	27.02	2.82	68.55
DISTRICT OF COLUMBIA	0.00	0.00	93.85	1.54	4.62
FLORIDA	0.36	2.59	25.48	20.91	50.66
GEORGIA	0.12	2.18	41.57	2.06	54.06
HAWAII	0.00	69.19	3.54	1.52	25.76
IDAHO	0.42	2.09	0.42	3.77	93.31
ILLINOIS	0.04	3.37	28.62	7.89	60.08
INDIANA	0.00	0.63	10.34	1.15	87.88
IOWA	0.37	0.74	6.08	1.84	90.98
KANSAS	0.85	1.49	11.89	5.10	80.68
KENTUCKY	0.27	1.08	12.04	0.81	85.79
LOUISIANA	0.29	1.26	52.62	1.07	44.77
MAINE	0.84	0.00	0.00	0.00	99.16
MARYLAND	0.06	3.35	39.59	2.58	54.42
MASSACHUSETTS	0.17	1.36	10.00	10.17	78.31
MICHIGAN	0.84	5.51	18.21	1.39	74.05
MINNESOTA	1.43	3.27	7.97	1.69	85.65
MISSISSIPPI	0.30	0.60	61.26	0.60	37.24
MISSOURI	0.22	1.54	18.81	1.32	78.10
MONTANA	5.51	0.79	0.79	0.00	92.91
NEBRASKA	1.04	2.42	7.27	3.11	86.16
NEVADA	1.83	5.86	10.99	10.99	70.33
NEW HAMPSHIRE	0.00	0.75	0.37	0.00	98.88
NEW JERSEY	0.17	7.19	17.83	10.13	64.68
NEW MEXICO	5.18	1.55	3.63	26.94	62.69
NEW YORK	0.97	6.25	32.20	20.44	40.14
NORTH CAROLINA	0.17	1.55	40.99	1.67	55.63
NORTH DAKOTA	5.10	0.00	1.02	0.00	93.88
OHIO	0.06	1.40	11.37	0.51	86.66
OKLAHOMA	8.78	1.83	17.55	3.66	68.19
OREGON	1.67	2.34	2.21	3.74	90.04
PENNSYLVANIA	0.30	2.29	20.54	2.96	73.92
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.42	0.00	4.20	3.78	91.60
SOUTH CAROLINA	0.14	0.98	55.23	1.12	42.54
SOUTH DAKOTA	7.14	0.00	0.60	1.19	91.07
TENNESSEE	0.12	1.47	31.87	1.22	65.32
TEXAS	0.31	3.80	20.61	19.67	55.61
UTAH	0.64	2.12	2.12	3.60	91.53
VERMONT	0.63	1.25	0.63	0.63	96.88
VIRGINIA	0.12	4.26	33.96	3.03	58.63
WASHINGTON	1.26	6.91	7.43	4.31	80.09
WEST VIRGINIA	0.38	1.15	6.49	1.53	90.46
WISCONSIN	0.42	2.01	12.66	2.28	82.63
WYOMING	0.00	0.00	2.41	1.20	96.39
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	87.50	12.50	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	66.67	.	33.33
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	0.67	4.78	20.35	9.76	64.43
50 STATES, D.C. & P.R.	0.65	4.77	20.35	9.77	64.46

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

DEAF-BLINDNESS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	0	0	3	0	6	0
ALASKA	2	0	0	0	3	0
ARIZONA	17	2	3	25	39	0
ARKANSAS	0	0	9	0	9	0
CALIFORNIA	1	16	14	41	63	0
COLORADO	1	0	4	21	46	0
CONNECTICUT	0	4	3	11	45	0
DELAWARE	0	0	11	4	26	0
DISTRICT OF COLUMBIA	0	0	246	12	0	0
FLORIDA	1	1	6	12	26	0
GEORGIA	0	0	6	0	11	0
HAWAII	1	86	1	4	11	0
IDAHO	2	0	0	0	13	0
ILLINOIS	0	3	8	4	44	0
INDIANA	0	1	5	1	27	0
IOWA	0	0	1	3	48	0
KANSAS	0	0	0	1	9	0
KENTUCKY	0	0	0	0	17	0
LOUISIANA	0	0	1	0	14	0
MAINE	0	0	0	0	5	0
MARYLAND	0	1	10	1	11	0
MASSACHUSETTS	0	1	5	5	37	0
MICHIGAN	0	0	0	0	0	0
MINNESOTA	0	5	2	3	35	0
MISSISSIPPI	0	0	8	0	6	0
MISSOURI	0	0	11	0	32	0
MONTANA	1	1	0	1	19	0
NEBRASKA	0	0	0	0	8	0
NEVADA	0	0	0	2	4	0
NEW HAMPSHIRE	0	0	0	0	4	0
NEW JERSEY	0	0	4	5	9	0
NEW MEXICO	5	1	0	6	5	0
NEW YORK	0	0	0	0	2	38
NORTH CAROLINA	0	1	9	0	11	0
NORTH DAKOTA	0	0	0	1	2	0
OHIO	0	0	2	0	12	0
OKLAHOMA	2	0	3	0	15	0
OREGON	0	1	0	2	29	0
PENNSYLVANIA	0	0	27	1	10	0
PUERTO RICO	0	0	0	30	0	0
RHODE ISLAND	0	0	0	0	2	0
SOUTH CAROLINA	0	0	10	0	12	0
SOUTH DAKOTA	0	0	0	0	2	0
TENNESSEE	0	0	2	0	6	0
TEXAS	0	2	20	25	30	0
UTAH	2	1	1	6	139	0
VERMONT	0	0	0	0	6	0
VIRGINIA	0	2	2	0	3	0
WASHINGTON	0	2	0	2	22	0
WEST VIRGINIA	0	1	0	0	26	0
WISCONSIN	0	1	0	0	6	0
WYOMING	0	0	0	0	1	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	2	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	1	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	0
BUR. OF INDIAN AFFAIRS	2	.	.	.	.	0
U.S. AND OUTLYING AREAS	37	136	437	229	968	38
50 STATES, D.C. & P.R.	35	133	437	229	968	38

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

DEAF-BLINDNESS

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.00	33.33	0.00	66.67
ALASKA	40.00	0.00	0.00	0.00	60.00
ARIZONA	19.77	2.33	3.49	29.07	45.35
ARKANSAS	0.00	0.00	50.00	0.00	50.00
CALIFORNIA	0.74	11.85	10.37	30.37	46.67
COLORADO	1.39	0.00	5.56	29.17	63.89
CONNECTICUT	0.00	6.35	4.76	17.46	71.43
DELAWARE	0.00	0.00	26.83	9.76	63.41
DISTRICT OF COLUMBIA	0.00	0.00	95.35	4.65	0.00
FLORIDA	2.17	2.17	13.04	26.09	56.52
GEORGIA	0.00	0.00	35.29	0.00	64.71
HAWAII	0.97	83.50	0.97	3.88	10.68
IDAHO	13.33	0.00	0.00	0.00	86.67
ILLINOIS	0.00	5.08	13.56	6.78	74.58
INDIANA	0.00	2.94	14.71	2.94	79.41
IOWA	0.00	0.00	1.92	5.77	92.31
KANSAS	0.00	0.00	0.00	10.00	90.00
KENTUCKY	0.00	0.00	0.00	0.00	100.00
LOUISIANA	0.00	0.00	6.67	0.00	93.33
MAINE	0.00	0.00	0.00	0.00	100.00
MARYLAND	0.00	4.35	43.48	4.35	47.83
MASSACHUSETTS	0.00	2.08	10.42	10.42	77.08
MICHIGAN	0.00	0.00	0.00	0.00	0.00
MINNESOTA	0.00	11.11	4.44	6.67	77.78
MISSISSIPPI	0.00	0.00	57.14	0.00	42.86
MISSOURI	0.00	0.00	25.58	0.00	74.42
MONTANA	4.55	4.55	0.00	4.55	86.36
NEBRASKA	0.00	0.00	0.00	0.00	100.00
NEVADA	0.00	0.00	0.00	33.33	66.67
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	0.00	0.00	22.22	27.78	50.00
NEW MEXICO	29.41	5.88	0.00	35.29	29.41
NEW YORK	0.00	0.00	0.00	0.00	100.00
NORTH CAROLINA	0.00	4.76	42.86	0.00	52.38
NORTH DAKOTA	0.00	0.00	0.00	33.33	66.67
OHIO	0.00	0.00	14.29	0.00	85.71
OKLAHOMA	10.00	0.00	15.00	0.00	75.00
OREGON	0.00	3.13	0.00	6.25	90.63
PENNSYLVANIA	0.00	0.00	71.05	2.63	26.32
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	100.00
SOUTH CAROLINA	0.00	0.00	45.45	0.00	54.55
SOUTH DAKOTA	0.00	0.00	0.00	0.00	100.00
TENNESSEE	0.00	0.00	25.00	0.00	75.00
TEXAS	0.00	2.60	25.97	32.47	38.96
UTAH	1.34	0.67	0.67	4.03	93.29
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.00	28.57	28.57	0.00	42.86
WASHINGTON	0.00	7.69	0.00	7.69	84.62
WEST VIRGINIA	0.00	3.70	0.00	0.00	96.30
WISCONSIN	0.00	14.29	0.00	0.00	85.71
WYOMING	0.00	0.00	0.00	0.00	100.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	2.05	7.53	24.18	12.67	53.57
50 STATES, D.C. & P.R.	1.94	7.38	24.25	12.71	53.72

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

TRAUMATIC BRAIN INJURY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	1	1	66	2	141	0
ALASKA	20	4	3	3	45	0
ARIZONA	7	0	7	28	47	0
ARKANSAS	4	1	34	3	106	0
CALIFORNIA	16	84	139	398	505	0
COLORADO	2	5	20	51	144	0
CONNECTICUT	0	0	10	11	76	0
DELAWARE	0	0	0	0	1	0
DISTRICT OF COLUMBIA	0	1	5	0	0	0
FLORIDA	0	3	111	58	199	0
GEORGIA	1	6	128	5	191	0
HAWAII	0	38	0	0	16	0
IDAHO	6	0	1	12	132	0
ILLINOIS	1	11	201	81	361	0
INDIANA	0	4	44	10	377	0
IOWA	2	2	15	3	125	0
KANSAS	1	3	22	10	117	0
KENTUCKY	1	0	24	0	159	0
LOUISIANA	1	1	138	3	140	0
MAINE	2	1	1	1	99	0
MARYLAND	1	8	139	11	182	0
MASSACHUSETTS	1	4	30	31	238	0
MICHIGAN	0	0	0	0	0	0
MINNESOTA	15	13	32	5	256	0
MISSISSIPPI	0	1	48	0	60	0
MISSOURI	1	3	50	2	247	0
MONTANA	14	1	0	0	50	0
NEBRASKA	4	1	8	8	157	0
NEVADA	9	4	12	20	70	0
NEW HAMPSHIRE	0	0	0	1	57	0
NEW JERSEY	0	1	17	8	30	0
NEW MEXICO	17	2	7	104	74	0
NEW YORK	5	29	186	118	365	562
NORTH CAROLINA	5	6	150	11	250	0
NORTH DAKOTA	1	0	0	1	27	0
OHIO	3	3	37	2	364	0
OKLAHOMA	33	1	27	5	180	0
OREGON	6	7	13	30	239	0
PENNSYLVANIA	2	20	135	36	1,267	0
PUERTO RICO	0	0	0	32	0	0
RHODE ISLAND	0	0	5	6	44	0
SOUTH CAROLINA	0	0	33	0	47	0
SOUTH DAKOTA	6	0	1	0	29	0
TENNESSEE	0	1	48	5	204	0
TEXAS	6	19	133	229	476	0
UTAH	2	8	4	22	267	0
VERMONT	0	1	1	0	73	0
VIRGINIA	0	6	78	9	183	0
WASHINGTON	10	10	15	28	244	0
WEST VIRGINIA	0	0	8	1	108	0
WISCONSIN	3	8	55	23	230	0
WYOMING	4	1	1	2	75	0
AMERICAN SAMOA	0	2	0	0	0	0
GUAM	0	2	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	1
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	4	.	.	0
BUR. OF INDIAN AFFAIRS	21	.	.	.	.	0
U.S. AND OUTLYING AREAS	234	328	2,246	1,429	9,074	563
50 STATES, D.C. & P.R.	213	323	2,242	1,429	9,074	562

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

TRAUMATIC BRAIN INJURY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.47	0.47	31.28	0.95	66.82
ALASKA	26.67	5.33	4.00	4.00	60.00
ARIZONA	7.87	0.00	7.87	31.46	52.81
ARKANSAS	2.70	0.68	22.97	2.03	71.62
CALIFORNIA	1.40	7.36	12.17	34.85	44.22
COLORADO	0.90	2.25	9.01	22.97	64.86
CONNECTICUT	0.00	0.00	10.31	11.34	78.35
DELAWARE	0.00	0.00	0.00	0.00	100.00
DISTRICT OF COLUMBIA	0.00	16.67	83.33	0.00	0.00
FLORIDA	0.00	0.81	29.92	15.63	53.64
GEORGIA	0.30	1.81	38.67	1.51	57.70
HAWAII	0.00	70.37	0.00	0.00	29.63
IDAHO	3.97	0.00	0.66	7.95	87.42
ILLINOIS	0.15	1.68	30.69	12.37	55.11
INDIANA	0.00	0.92	10.11	2.30	86.67
IOWA	1.36	1.36	10.20	2.04	85.03
KANSAS	0.65	1.96	14.38	6.54	76.47
KENTUCKY	0.54	0.00	13.04	0.00	86.41
LOUISIANA	0.35	0.35	48.76	1.06	49.47
MAINE	1.92	0.96	0.96	0.96	95.19
MARYLAND	0.29	2.35	40.76	3.23	53.37
MASSACHUSETTS	0.33	1.32	9.87	10.20	78.29
MICHIGAN	0.00	0.00	0.00	0.00	0.00
MINNESOTA	4.67	4.05	9.97	1.56	79.75
MISSISSIPPI	0.00	0.92	44.04	0.00	55.05
MISSOURI	0.33	0.99	16.50	0.66	81.52
MONTANA	21.54	1.54	0.00	0.00	76.92
NEBRASKA	2.25	0.56	4.49	4.49	88.20
NEVADA	7.83	3.48	10.43	17.39	60.87
NEW HAMPSHIRE	0.00	0.00	0.00	1.72	98.28
NEW JERSEY	0.00	1.79	30.36	14.29	53.57
NEW MEXICO	8.33	0.98	3.43	50.98	36.27
NEW YORK	0.71	4.13	26.46	16.79	51.92
NORTH CAROLINA	1.18	1.42	35.55	2.61	59.24
NORTH DAKOTA	3.45	0.00	0.00	3.45	93.10
OHIO	0.73	0.73	9.05	0.49	89.00
OKLAHOMA	13.41	0.41	10.98	2.03	73.17
OREGON	2.03	2.37	4.41	10.17	81.02
PENNSYLVANIA	0.14	1.37	9.25	2.47	86.78
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.00	9.09	10.91	80.00
SOUTH CAROLINA	0.00	0.00	41.25	0.00	58.75
SOUTH DAKOTA	16.67	0.00	2.78	0.00	80.56
TENNESSEE	0.00	0.39	18.60	1.94	79.07
TEXAS	0.70	2.20	15.41	26.54	55.16
UTAH	0.66	2.64	1.32	7.26	88.12
VERMONT	0.00	1.33	1.33	0.00	97.33
VIRGINIA	0.00	2.17	28.26	3.26	66.30
WASHINGTON	3.26	3.26	4.89	9.12	79.48
WEST VIRGINIA	0.00	0.00	6.84	0.85	92.31
WISCONSIN	0.94	2.51	17.24	7.21	72.10
WYOMING	4.82	1.20	1.20	2.41	90.36
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	100.00	.	.
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.76	2.46	16.87	10.74	68.17
50 STATES, D.C. & P.R.	1.60	2.43	16.88	10.76	68.32

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Number of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

DEVELOPMENTAL DELAY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	DISCREPANCY WITH CHILD COUNT
ALABAMA	1	2	239	2	324	0
ALASKA	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0
CALIFORNIA	0	0	0	0	0	0
COLORADO	0	0	0	0	0	0
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	1	0	0	0
FLORIDA	0	0	0	0	0	0
GEORGIA	0	0	0	0	0	0
HAWAII	0	0	0	0	0	0
IDAHO	18	3	16	167	904	0
ILLINOIS	0	0	0	0	0	0
INDIANA	0	0	0	0	0	0
IOWA	0	0	0	0	0	0
KANSAS	2	1	16	13	203	0
KENTUCKY	2	8	370	13	2,194	0
LOUISIANA	19	8	859	5	522	0
MAINE	0	0	0	0	0	0
MARYLAND	0	0	0	0	0	0
MASSACHUSETTS	0	0	0	0	0	0
MICHIGAN	3	7	79	5	80	0
MINNESOTA	40	18	89	39	803	0
MISSISSIPPI	1	10	1,038	4	657	0
MISSOURI	0	0	0	0	0	0
MONTANA	0	0	0	0	0	0
NEBRASKA	3	0	0	0	17	0
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	1	0	39	0
NEW JERSEY	0	0	0	0	0	0
NEW MEXICO	23	2	5	91	59	0
NEW YORK	0	0	0	0	0	0
NORTH CAROLINA	0	0	0	0	0	0
NORTH DAKOTA	1	0	0	0	18	0
OHIO	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0
OREGON	0	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0
TENNESSEE	3	10	465	10	1,570	0
TEXAS	0	0	0	0	0	0
UTAH	0	0	0	0	0	0
VERMONT	2	5	5	2	471	0
VIRGINIA	10	40	2,568	294	3,527	0
WASHINGTON	37	41	60	132	705	0
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	1	1	4	2	48	0
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	18	1	3	0	0
NORTHERN MARIANAS	0	20	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	21	.	.	0
BUR. OF INDIAN AFFAIRS	184	.	.	.	.	0
U.S. AND OUTLYING AREAS	350	194	5,837	782	12,141	0
50 STATES, D.C. & P.R.	166	156	5,815	779	12,141	0

Please see data notes for an explanation of individual State differences.

A minus in the last column indicates that the counts for race/ethnicity exceeded the total count for children served.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Percentage of Students Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity and Disability, During the 1999-2000 School Year

DEVELOPMENTAL DELAY

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.18	0.35	42.08	0.35	57.04
ALASKA	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	0.00	0.00	0.00
ARKANSAS	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	0.00	0.00	0.00	0.00	0.00
COLORADO	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	0.00	0.00	0.00	0.00	0.00
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	100.00	0.00	0.00
FLORIDA	0.00	0.00	0.00	0.00	0.00
GEORGIA	0.00	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	0.00	0.00	0.00
IDAHO	1.62	0.27	1.44	15.07	81.59
ILLINOIS	0.00	0.00	0.00	0.00	0.00
INDIANA	0.00	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	0.00	0.00	0.00
KANSAS	0.85	0.43	6.81	5.53	86.38
KENTUCKY	0.08	0.31	14.30	0.50	84.81
LOUISIANA	1.34	0.57	60.79	0.35	36.94
MAINE	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.00	0.00	0.00	0.00	0.00
MASSACHUSETTS	0.00	0.00	0.00	0.00	0.00
MICHIGAN	1.72	4.02	45.40	2.87	45.98
MINNESOTA	4.04	1.82	9.00	3.94	81.19
MISSISSIPPI	0.06	0.58	60.70	0.23	38.42
MISSOURI	0.00	0.00	0.00	0.00	0.00
MONTANA	0.00	0.00	0.00	0.00	0.00
NEBRASKA	15.00	0.00	0.00	0.00	85.00
NEVADA	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	2.50	0.00	97.50
NEW JERSEY	0.00	0.00	0.00	0.00	0.00
NEW MEXICO	12.78	1.11	2.78	50.56	32.78
NEW YORK	0.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.00	0.00	0.00	0.00	0.00
NORTH DAKOTA	5.26	0.00	0.00	0.00	94.74
OHIO	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	0.00	0.00	0.00	0.00
OREGON	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00
TENNESSEE	0.15	0.49	22.59	0.49	76.29
TEXAS	0.00	0.00	0.00	0.00	0.00
UTAH	0.00	0.00	0.00	0.00	0.00
VERMONT	0.41	1.03	1.03	0.41	97.11
VIRGINIA	0.16	0.62	39.88	4.57	54.78
WASHINGTON	3.79	4.21	6.15	13.54	72.31
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00
WISCONSIN	1.79	1.79	7.14	3.57	85.71
WYOMING	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	81.82	4.55	13.64	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	100.00	.	.
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.81	1.00	30.24	4.05	62.89
50 STATES, D.C. & P.R.	0.87	0.82	30.51	4.09	63.71

Percentages are based on the counts of children with disabilities ages 6-21 for whom race/ethnicity were provided.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA15

. Percentage (Based on Estimated Resident Population) of Children Ages 3-5 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	4.56	1.92	4.70	2.36	3.76
ALASKA	7.58	2.23	5.47	2.78	4.68
ARIZONA	3.95	2.87	5.31	4.19	4.28
ARKANSAS	4.30	3.35	11.41	9.50	7.93
CALIFORNIA	5.81	1.82	5.09	3.36	4.38
COLORADO	7.19	2.49	5.32	5.16	4.75
CONNECTICUT	17.59	3.00	5.80	6.05	5.50
DELAWARE	7.69	2.35	6.74	5.96	4.91
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	5.93	2.90	5.90	4.17	5.05
GEORGIA	4.64	1.85	4.74	4.77	4.73
HAWAII	3.83	3.76	5.97	0.69	3.00
IDAHO	6.18	2.40	14.23	6.68	6.08
ILLINOIS	3.35	1.81	4.12	2.71	6.41
INDIANA	6.46	2.08	4.87	4.34	6.07
IOWA	5.51	2.09	7.62	5.10	5.04
KANSAS	6.36	2.36	7.10	7.46	6.54
KENTUCKY	4.10	5.14	11.52	6.42	10.19
LOUISIANA	4.93	1.23	5.25	2.04	4.89
MAINE	9.58	4.25	20.10	6.01	9.03
MARYLAND	8.44	2.78	4.55	2.93	4.60
MASSACHUSETTS	8.53	1.59	8.27	5.42	6.22
MICHIGAN	6.00	7.49	3.96	2.94	4.90
MINNESOTA	7.95	2.86	8.83	6.19	5.76
MISSISSIPPI	0.98	1.28	5.00	3.29	5.90
MISSOURI	1.98	2.02	4.21	4.12	5.02
MONTANA	5.75	2.79	12.16	1.62	4.34
NEBRASKA	7.26	2.36	4.76	6.09	5.25
NEVADA	8.35	2.66	6.19	4.51	4.98
NEW HAMPSHIRE	13.70	2.76	6.99	4.52	4.64
NEW JERSEY	3.57	2.72	4.38	3.77	5.29
NEW MEXICO	5.83	3.72	7.60	5.99	5.62
NEW YORK	7.29	1.58	2.79	2.80	2.09
NORTH CAROLINA	8.25	2.51	6.89	6.70	5.20
NORTH DAKOTA	4.19	1.88	11.50	4.26	5.08
OHIO	2.11	1.92	2.87	2.31	4.55
OKLAHOMA	7.68	1.85	4.31	3.08	4.31
OREGON	5.52	2.12	5.84	6.33	4.90
PENNSYLVANIA	5.52	1.68	4.55	4.10	4.33
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	3.60	0.98	4.29	6.20	7.50
SOUTH CAROLINA	5.17	2.28	9.62	5.46	6.01
SOUTH DAKOTA	8.18	3.86	14.88	6.63	6.65
TENNESSEE	4.37	1.89	3.92	4.37	5.08
TEXAS	5.87	2.11	3.60	3.23	4.44
UTAH	6.94	2.07	7.97	4.28	5.28
VERMONT	13.73	4.75	12.38	2.65	6.04
VIRGINIA	30.11	2.25	4.95	5.47	5.01
WASHINGTON	7.10	2.66	7.81	6.31	4.78
WEST VIRGINIA	1.82	4.62	8.36	1.60	8.56
WISCONSIN	7.34	2.58	8.21	6.88	6.55
WYOMING	9.63	3.86	11.98	7.32	7.95
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES & D.C.	6.34	2.24	4.97	3.65	5.08

Please see data notes for an explanation of individual State differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Resident population data are provided from the Population Estimates Program, Population Division.
Population figures are July estimates from the U.S. Census Bureau. Population data for race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA16

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	10.81	7.39	1.43	1.13	0.26
ALASKA	15.57	8.54	3.57	0.91	0.78
ARIZONA	8.69	5.75	1.14	0.71	0.37
ARKANSAS	7.47	3.83	1.40	0.90	0.03
CALIFORNIA	12.45	7.79	2.66	0.59	0.49
COLORADO	10.57	5.54	1.93	0.50	1.33
CONNECTICUT	19.69	7.97	2.76	1.23	3.52
DELAWARE	6.84	5.56	0.43	0.64	0.21
DISTRICT OF COLUMBIA	2.17	1.09	0.00	1.09	0.00
FLORIDA	10.01	5.37	2.38	0.66	1.06
GEORGIA	4.59	2.03	1.03	0.37	0.60
HAWAII	9.06	4.11	0.93	0.84	2.15
IDAHO	10.04	6.93	0.71	0.99	0.32
ILLINOIS	5.67	2.99	1.21	0.46	0.63
INDIANA	6.60	3.04	1.24	1.36	0.59
IOWA	16.68	8.20	0.95	4.20	2.80
KANSAS	9.02	4.01	1.82	0.99	0.75
KENTUCKY	2.01	0.86	0.36	0.00	0.14
LOUISIANA	10.15	5.47	1.95	0.88	0.31
MAINE	6.88	2.55	2.20	0.24	0.24
MARYLAND	12.04	5.19	2.75	1.19	1.12
MASSACHUSETTS	11.63	7.15	1.75	1.13	1.01
MICHIGAN	10.93	5.62	1.77	1.19	1.18
MINNESOTA	15.14	5.78	1.64	1.59	4.59
MISSISSIPPI	2.57	1.75	0.30	0.19	0.00
MISSOURI	4.93	2.60	0.82	0.60	0.42
MONTANA	13.10	8.64	1.93	1.00	0.55
NEBRASKA	17.72	8.14	3.66	2.33	2.12
NEVADA	13.08	9.39	1.54	0.59	0.37
NEW HAMPSHIRE	10.36	3.40	3.57	0.34	1.02
NEW JERSEY	9.45	6.03	1.73	0.30	0.58
NEW MEXICO	10.45	6.58	1.84	0.50	0.54
NEW YORK	9.88	4.52	2.18	0.45	1.63
NORTH CAROLINA	10.56	3.92	2.39	3.03	0.36
NORTH DAKOTA	9.92	4.87	2.59	1.20	0.71
OHIO	6.42	2.69	1.07	1.22	0.54
OKLAHOMA	13.02	7.80	2.48	1.36	0.45
OREGON	12.16	6.73	2.46	0.87	0.76
PENNSYLVANIA	11.06	5.23	2.26	1.20	1.39
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	12.75	7.69	2.01	0.17	1.83
SOUTH CAROLINA	8.30	4.05	1.63	1.88	0.35
SOUTH DAKOTA	10.06	5.51	2.02	1.02	0.65
TENNESSEE	4.13	1.78	1.01	0.49	0.28
TEXAS	9.14	5.19	1.44	0.47	0.81
UTAH	9.86	6.90	1.11	0.54	0.56
VERMONT	12.92	4.97	1.99	1.39	2.19
VIRGINIA	7.59	4.09	1.31	0.32	0.88
WASHINGTON	14.58	7.76	2.14	1.28	0.71
WEST VIRGINIA	9.71	4.55	1.24	1.65	0.83
WISCONSIN	13.51	6.41	1.55	1.32	3.55
WYOMING	10.55	6.29	2.29	0.42	0.89
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	11.26	6.36	1.99	1.02	0.83

Please see data notes for an explanation of individual State differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Resident population data are provided from the Population Estimates Program, Population Division. Population figures are July estimates from the U.S. Census Bureau. Population data for race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA16

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.11	0.17	0.06	0.19	0.00
ALASKA	0.66	0.28	0.05	0.60	0.05
ARIZONA	0.25	0.17	0.07	0.10	0.08
ARKANSAS	0.16	0.13	0.05	0.75	0.03
CALIFORNIA	0.06	0.19	0.14	0.32	0.06
COLORADO	0.42	0.16	0.62	0.00	0.01
CONNECTICUT	0.92	0.38	0.00	2.76	0.00
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.05	0.12	0.16	0.08
GEORGIA	0.00	0.11	0.00	0.37	0.00
HAWAII	0.19	0.00	0.09	0.47	0.19
IDAHO	0.11	0.11	0.04	0.34	0.00
ILLINOIS	0.00	0.10	0.12	0.07	0.05
INDIANA	0.06	0.09	0.06	0.12	0.03
IOWA	0.08	0.21	0.08	0.00	0.00
KANSAS	0.38	0.12	0.11	0.71	0.05
KENTUCKY	0.00	0.00	0.07	0.22	0.00
LOUISIANA	0.06	0.23	0.23	0.55	0.04
MAINE	0.65	0.06	0.06	0.42	0.18
MARYLAND	0.76	0.23	0.03	0.66	0.03
MASSACHUSETTS	0.19	0.12	0.08	0.08	0.04
MICHIGAN	0.11	0.12	0.71	0.00	0.04
MINNESOTA	0.00	0.15	0.12	0.83	0.03
MISSISSIPPI	0.07	0.11	0.07	0.00	0.00
MISSOURI	0.09	0.04	0.02	0.25	0.02
MONTANA	0.34	0.08	0.03	0.38	0.04
NEBRASKA	0.10	0.25	0.08	0.77	0.06
NEVADA	0.17	0.20	0.05	0.48	0.08
NEW HAMPSHIRE	0.51	0.34	0.00	1.19	0.00
NEW JERSEY	0.45	0.03	0.03	0.18	0.00
NEW MEXICO	0.35	0.12	0.02	0.32	0.06
NEW YORK	0.27	0.16	0.07	0.26	0.04
NORTH CAROLINA	0.10	0.16	0.03	0.52	0.01
NORTH DAKOTA	0.00	0.11	0.03	0.33	0.03
OHIO	0.49	0.04	0.09	0.19	0.00
OKLAHOMA	0.28	0.09	0.07	0.36	0.04
OREGON	0.00	0.11	0.13	0.72	0.04
PENNSYLVANIA	0.19	0.19	0.11	0.03	0.19
PUERTO RICO	.	.		.	.
RHODE ISLAND	0.09	0.26	0.09	0.52	0.00
SOUTH CAROLINA	0.00	0.25	0.10	0.00	0.00
SOUTH DAKOTA	0.42	0.09	0.03	0.22	0.04
TENNESSEE	0.03	0.10	0.03	0.24	0.00
TEXAS	0.12	0.13	0.06	0.75	0.03
UTAH	0.30	0.22	0.04	0.08	0.05
VERMONT	0.20	0.20	0.20	1.19	0.00
VIRGINIA	0.03	0.00	0.06	0.47	0.09
WASHINGTON	0.32	0.17	0.07	1.87	0.02
WEST VIRGINIA	0.00	0.00	0.00	1.03	0.21
WISCONSIN	0.00	0.09	0.08	0.41	0.02
WYOMING	0.02	0.10	0.10	0.35	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.24	0.14	0.09	0.42	0.04

Please see data notes for an explanation of individual State differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Resident population data are provided from the Population Estimates Program, Population Division. Population figures are July estimates from the U.S. Census Bureau. Population data for race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA16

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.02	0.00	0.02	0.02
ALASKA	0.07	0.01	0.06	0.00
ARIZONA	0.03	0.02	0.01	0.00
ARKANSAS	0.10	0.00	0.10	0.00
CALIFORNIA	0.10	0.00	0.04	0.00
COLORADO	0.02	0.01	0.02	0.00
CONNECTICUT	0.15	0.00	0.00	0.00
DELAWARE	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00
FLORIDA	0.13	0.01	0.00	0.00
GEORGIA	0.06	0.00	0.03	0.00
HAWAII	0.00	0.09	0.00	0.00
IDAHO	0.02	0.04	0.11	0.34
ILLINOIS	0.02	0.00	0.02	0.00
INDIANA	0.00	0.00	0.00	0.00
IOWA	0.08	0.00	0.08	0.00
KANSAS	0.06	0.00	0.02	0.03
KENTUCKY	0.14	0.00	0.07	0.14
LOUISIANA	0.06	0.00	0.02	0.36
MAINE	0.18	0.00	0.12	0.00
MARYLAND	0.03	0.00	0.03	0.00
MASSACHUSETTS	0.04	0.00	0.04	0.00
MICHIGAN	0.18	0.00	0.00	0.02
MINNESOTA	0.13	0.00	0.07	0.19
MISSISSIPPI	0.04	0.00	0.00	0.04
MISSOURI	0.05	0.00	0.02	0.00
MONTANA	0.03	0.00	0.07	0.00
NEBRASKA	0.06	0.00	0.08	0.06
NEVADA	0.08	0.00	0.14	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00
NEW JERSEY	0.12	0.00	0.00	0.00
NEW MEXICO	0.02	0.01	0.03	0.04
NEW YORK	0.27	0.00	0.04	0.00
NORTH CAROLINA	0.02	0.00	0.02	0.00
NORTH DAKOTA	0.04	0.00	0.01	0.01
OHIO	0.02	0.00	0.06	0.00
OKLAHOMA	0.06	0.00	0.04	0.00
OREGON	0.30	0.00	0.05	0.00
PENNSYLVANIA	0.22	0.00	0.05	0.00
PUERTO RICO	.	.	.	.
RHODE ISLAND	0.09	0.00	0.00	0.00
SOUTH CAROLINA	0.05	0.00	0.00	0.00
SOUTH DAKOTA	0.05	0.00	0.03	0.00
TENNESSEE	0.03	0.00	0.00	0.10
TEXAS	0.11	0.00	0.04	0.00
UTAH	0.02	0.02	0.02	0.00
VERMONT	0.20	0.00	0.00	0.40
VIRGINIA	0.06	0.00	0.00	0.29
WASHINGTON	0.06	0.00	0.04	0.13
WEST VIRGINIA	0.21	0.00	0.00	0.00
WISCONSIN	0.04	0.00	0.02	0.01
WYOMING	0.00	0.00	0.10	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
50 STATES AND D.C.	0.07	0.01	0.03	0.03

Please see data notes for an explanation of individual State differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Resident population data are provided from the Population Estimates Program, Population Division. Population figures are July estimates from the U.S. Census Bureau. Population data for race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA16

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

ASIAN/PACIFIC ISLANDER

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	2.87	1.09	0.72	0.43	0.12
ALASKA	4.06	2.16	0.87	0.34	0.05
ARIZONA	3.04	1.30	0.72	0.30	0.13
ARKANSAS	3.71	1.38	0.98	0.46	0.07
CALIFORNIA	3.03	1.26	0.96	0.30	0.05
COLORADO	3.83	1.23	1.08	0.25	0.35
CONNECTICUT	3.53	1.18	1.09	0.24	0.19
DELAWARE	2.33	0.72	0.55	0.35	0.09
DISTRICT OF COLUMBIA	1.40	0.33	0.10	0.10	0.73
FLORIDA	4.42	1.55	1.72	0.53	0.17
GEORGIA	3.35	0.82	1.28	0.49	0.26
HAWAII	9.47	4.83	1.00	1.42	1.29
IDAHO	3.44	1.45	0.75	0.49	0.05
ILLINOIS	2.91	1.07	0.92	0.41	0.19
INDIANA	2.88	0.80	0.92	0.55	0.15
IOWA	4.51	2.08	0.43	1.14	0.49
KANSAS	3.09	1.31	0.90	0.31	0.08
KENTUCKY	2.64	0.75	0.81	0.43	0.11
LOUISIANA	2.30	0.58	0.85	0.31	0.06
MAINE	5.15	1.81	1.65	0.20	0.56
MARYLAND	3.49	0.87	1.36	0.25	0.10
MASSACHUSETTS	3.17	1.94	0.48	0.31	0.27
MICHIGAN	10.21	4.25	2.60	0.90	0.69
MINNESOTA	5.89	2.37	1.27	0.68	0.40
MISSISSIPPI	2.66	0.81	1.01	0.30	0.00
MISSOURI	3.28	1.23	0.97	0.37	0.10
MONTANA	5.27	2.45	1.44	0.27	0.21
NEBRASKA	5.66	1.97	2.04	0.54	0.18
NEVADA	5.09	2.46	1.31	0.46	0.16
NEW HAMPSHIRE	2.75	1.03	0.66	0.23	0.14
NEW JERSEY	4.18	1.62	1.55	0.17	0.11
NEW MEXICO	5.80	3.08	1.46	0.21	0.37
NEW YORK	3.20	1.51	0.74	0.18	0.18
NORTH CAROLINA	4.33	1.73	1.16	0.61	0.09
NORTH DAKOTA	5.78	1.16	2.24	0.95	0.68
OHIO	3.09	0.98	0.96	0.44	0.08
OKLAHOMA	3.06	1.22	0.90	0.31	0.07
OREGON	3.92	1.33	1.29	0.35	0.16
PENNSYLVANIA	2.93	1.19	0.87	0.37	0.12
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	3.72	2.37	0.47	0.32	0.24
SOUTH CAROLINA	3.14	1.02	1.26	0.37	0.12
SOUTH DAKOTA	6.29	2.00	2.49	0.69	0.07
TENNESSEE	3.07	1.08	0.86	0.38	0.09
TEXAS	3.06	1.14	0.85	0.27	0.11
UTAH	4.58	2.55	0.89	0.35	0.29
VERMONT	7.95	3.04	1.28	0.91	1.28
VIRGINIA	3.82	1.72	0.92	0.43	0.19
WASHINGTON	4.44	1.93	0.99	0.35	0.11
WEST VIRGINIA	3.61	0.93	1.67	0.58	0.08
WISCONSIN	6.10	2.71	1.42	0.95	0.24
WYOMING	3.75	0.96	1.22	0.70	0.09
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	3.90	1.66	1.02	0.41	0.21

Please see data notes for an explanation of individual State differences.
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Resident population data are provided from the Population Estimates Program, Population Division. Population figures are July estimates from the U.S. Census Bureau. Population data for race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA16

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

ASIAN/PACIFIC ISLANDER

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.11	0.12	0.03	0.13	0.01
ALASKA	0.13	0.19	0.02	0.14	0.03
ARIZONA	0.12	0.16	0.09	0.07	0.02
ARKANSAS	0.20	0.09	0.00	0.37	0.00
CALIFORNIA	0.04	0.11	0.09	0.07	0.03
COLORADO	0.33	0.18	0.27	0.00	0.04
CONNECTICUT	0.16	0.12	0.03	0.27	0.05
DELAWARE	0.00	0.17	0.23	0.00	0.12
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.10	0.00
FLORIDA	0.00	0.09	0.10	0.07	0.03
GEORGIA	0.00	0.10	0.06	0.20	0.02
HAWAII	0.12	0.15	0.05	0.43	0.03
IDAHO	0.08	0.18	0.03	0.13	0.08
ILLINOIS	0.00	0.10	0.06	0.04	0.02
INDIANA	0.07	0.09	0.07	0.07	0.02
IOWA	0.03	0.16	0.08	0.03	0.03
KANSAS	0.17	0.07	0.02	0.12	0.02
KENTUCKY	0.17	0.00	0.02	0.11	0.00
LOUISIANA	0.07	0.08	0.08	0.10	0.03
MAINE	0.32	0.08	0.04	0.44	0.00
MARYLAND	0.42	0.12	0.02	0.18	0.04
MASSACHUSETTS	0.06	0.03	0.02	0.03	0.01
MICHIGAN	0.14	0.25	0.79	0.00	0.08
MINNESOTA	0.00	0.47	0.16	0.26	0.06
MISSISSIPPI	0.06	0.06	0.14	0.00	0.02
MISSOURI	0.08	0.10	0.08	0.13	0.05
MONTANA	0.32	0.16	0.00	0.27	0.00
NEBRASKA	0.05	0.25	0.14	0.23	0.11
NEVADA	0.18	0.16	0.09	0.11	0.04
NEW HAMPSHIRE	0.09	0.11	0.06	0.34	0.03
NEW JERSEY	0.36	0.08	0.02	0.07	0.01
NEW MEXICO	0.08	0.23	0.08	0.08	0.04
NEW YORK	0.14	0.16	0.04	0.08	0.05
NORTH CAROLINA	0.08	0.16	0.07	0.23	0.02
NORTH DAKOTA	0.00	0.34	0.14	0.20	0.07
OHIO	0.23	0.10	0.09	0.09	0.05
OKLAHOMA	0.14	0.10	0.05	0.11	0.07
OREGON	0.00	0.16	0.13	0.25	0.03
PENNSYLVANIA	0.04	0.09	0.03	0.01	0.05
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.04	0.13	0.00	0.14	0.01
SOUTH CAROLINA	0.01	0.10	0.04	0.10	0.01
SOUTH DAKOTA	0.28	0.28	0.21	0.21	0.07
TENNESSEE	0.08	0.14	0.06	0.18	0.04
TEXAS	0.08	0.11	0.05	0.23	0.04
UTAH	0.17	0.10	0.01	0.07	0.03
VERMONT	0.06	0.12	0.06	0.67	0.06
VIRGINIA	0.07	0.08	0.06	0.12	0.02
WASHINGTON	0.16	0.12	0.06	0.53	0.04
WEST VIRGINIA	0.00	0.12	0.00	0.08	0.00
WISCONSIN	0.00	0.35	0.11	0.16	0.05
WYOMING	0.00	0.17	0.17	0.35	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.09	0.12	0.08	0.13	0.03

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Resident population data are provided from the Population Estimates Program, Population Division. Population figures are July estimates from the U.S. Census Bureau. Population data for race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA16

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

ASIAN/PACIFIC ISLANDER

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.07	0.00	0.01	0.03
ALASKA	0.09	0.00	0.04	0.00
ARIZONA	0.11	0.01	0.00	0.00
ARKANSAS	0.15	0.00	0.02	0.00
CALIFORNIA	0.12	0.00	0.01	0.00
COLORADO	0.08	0.00	0.02	0.00
CONNECTICUT	0.16	0.02	0.00	0.00
DELAWARE	0.12	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.03	0.00
FLORIDA	0.15	0.00	0.01	0.00
GEORGIA	0.10	0.00	0.02	0.00
HAWAII	0.08	0.05	0.02	0.00
IDAHO	0.13	0.00	0.00	0.08
ILLINOIS	0.09	0.00	0.01	0.00
INDIANA	0.10	0.01	0.03	0.00
IOWA	0.03	0.00	0.02	0.00
KANSAS	0.06	0.00	0.02	0.01
KENTUCKY	0.12	0.00	0.00	0.12
LOUISIANA	0.08	0.00	0.01	0.05
MAINE	0.00	0.00	0.04	0.00
MARYLAND	0.11	0.00	0.02	0.00
MASSACHUSETTS	0.01	0.00	0.01	0.00
MICHIGAN	0.48	0.00	0.00	0.02
MINNESOTA	0.14	0.01	0.03	0.04
MISSISSIPPI	0.04	0.00	0.02	0.20
MISSOURI	0.15	0.00	0.02	0.00
MONTANA	0.05	0.05	0.05	0.00
NEBRASKA	0.13	0.00	0.02	0.00
NEVADA	0.10	0.00	0.02	0.00
NEW HAMPSHIRE	0.06	0.00	0.00	0.00
NEW JERSEY	0.17	0.00	0.00	0.00
NEW MEXICO	0.06	0.02	0.04	0.04
NEW YORK	0.11	0.00	0.01	0.00
NORTH CAROLINA	0.17	0.00	0.03	0.00
NORTH DAKOTA	0.00	0.00	0.00	0.00
OHIO	0.07	0.00	0.01	0.00
OKLAHOMA	0.09	0.00	0.01	0.00
OREGON	0.19	0.00	0.03	0.00
PENNSYLVANIA	0.12	0.00	0.04	0.00
PUERTO RICO	.	.	.	.
RHODE ISLAND	0.00	0.00	0.00	0.00
SOUTH CAROLINA	0.10	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00
TENNESSEE	0.09	0.00	0.01	0.08
TEXAS	0.15	0.00	0.01	0.00
UTAH	0.06	0.01	0.05	0.00
VERMONT	0.12	0.00	0.06	0.30
VIRGINIA	0.12	0.00	0.01	0.07
WASHINGTON	0.11	0.00	0.01	0.05
WEST VIRGINIA	0.12	0.04	0.00	0.00
WISCONSIN	0.09	0.00	0.03	0.00
WYOMING	0.00	0.00	0.09	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
50 STATES AND D.C.	0.12	0.01	0.01	0.01

Please see data notes for an explanation of individual State differences.
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Resident population data are provided from the Population Estimates Program, Population Division. Population figures are July estimates from the U.S. Census Bureau. Population data for race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA16

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

BLACK

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	12.19	4.50	1.78	4.40	0.67
ALASKA	12.16	7.84	1.91	0.60	0.77
ARIZONA	11.16	6.24	1.48	1.39	1.20
ARKANSAS	11.33	4.30	1.48	4.29	0.09
CALIFORNIA	13.26	8.77	1.79	0.72	0.92
COLORADO	11.01	5.17	1.72	0.85	1.87
CONNECTICUT	13.51	6.28	2.10	1.51	2.09
DELAWARE	15.11	9.92	0.71	2.68	0.75
DISTRICT OF COLUMBIA	11.60	5.08	0.86	2.01	1.45
FLORIDA	15.18	6.16	3.11	3.04	2.24
GEORGIA	9.15	2.19	1.61	2.94	1.64
HAWAII	8.40	3.56	1.29	1.13	1.37
IDAHO	9.47	5.84	0.88	0.82	0.47
ILLINOIS	12.42	5.71	1.79	2.21	2.10
INDIANA	12.50	4.28	1.88	4.28	1.42
IOWA	20.42	8.58	0.85	5.38	4.97
KANSAS	11.73	4.98	1.86	1.88	1.20
KENTUCKY	13.48	3.44	2.57	3.40	2.06
LOUISIANA	10.59	4.64	1.82	1.95	0.84
MAINE	25.73	11.36	4.26	0.80	3.37
MARYLAND	11.13	4.82	2.41	1.12	1.21
MASSACHUSETTS	16.12	9.88	2.42	1.58	1.40
MICHIGAN	9.58	4.29	1.51	1.98	0.92
MINNESOTA	17.44	7.68	1.77	1.91	4.40
MISSISSIPPI	9.92	5.22	2.21	1.56	0.08
MISSOURI	14.06	7.54	1.78	2.26	1.55
MONTANA	36.06	22.52	6.07	2.92	2.22
NEBRASKA	15.12	4.80	2.27	3.58	2.86
NEVADA	13.92	9.68	1.38	1.07	0.85
NEW HAMPSHIRE	10.34	3.99	2.25	0.97	1.28
NEW JERSEY	14.63	8.06	1.89	0.67	1.56
NEW MEXICO	16.62	10.23	2.31	0.77	1.79
NEW YORK	10.59	5.44	1.62	0.64	1.84
NORTH CAROLINA	12.17	4.28	1.73	3.63	1.14
NORTH DAKOTA	10.46	3.88	2.85	1.27	1.66
OHIO	9.38	2.43	1.23	3.71	0.99
OKLAHOMA	13.61	7.61	1.43	2.85	0.84
OREGON	13.05	5.38	2.86	1.41	1.60
PENNSYLVANIA	10.50	5.37	1.41	1.69	1.44
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	15.51	10.21	1.47	1.10	2.01
SOUTH CAROLINA	13.94	5.43	2.88	3.85	1.03
SOUTH DAKOTA	13.92	7.61	2.76	1.38	0.73
TENNESSEE	11.17	4.91	1.77	2.84	0.37
TEXAS	12.12	7.06	1.43	1.13	1.14
UTAH	12.68	7.27	1.64	1.01	1.99
VERMONT	12.96	4.98	2.10	1.44	2.10
VIRGINIA	11.79	5.03	1.67	1.93	1.25
WASHINGTON	15.06	8.15	1.57	1.32	1.22
WEST VIRGINIA	14.87	6.10	2.49	3.93	1.27
WISCONSIN	13.78	5.61	1.67	2.68	2.32
WYOMING	13.54	6.73	3.78	0.67	1.43
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	11.96	5.46	1.85	2.20	1.33

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Table AA16

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

BLACK

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.16	0.12	0.06	0.25	0.05
ALASKA	0.22	0.16	0.03	0.43	0.04
ARIZONA	0.18	0.14	0.11	0.19	0.05
ARKANSAS	0.21	0.10	0.04	0.63	0.04
CALIFORNIA	0.13	0.14	0.18	0.32	0.06
COLORADO	0.36	0.16	0.72	0.00	0.04
CONNECTICUT	0.42	0.12	0.05	0.71	0.07
DELAWARE	0.00	0.18	0.65	0.00	0.03
DISTRICT OF COLUMBIA	0.16	0.03	0.20	0.90	0.47
FLORIDA	0.00	0.12	0.14	0.19	0.04
GEORGIA	0.00	0.09	0.05	0.47	0.03
HAWAII	0.16	0.05	0.03	0.65	0.03
IDAHO	0.12	0.00	0.12	0.06	0.12
ILLINOIS	0.00	0.13	0.11	0.14	0.05
INDIANA	0.08	0.12	0.06	0.12	0.06
IOWA	0.04	0.14	0.14	0.03	0.02
KANSAS	0.65	0.12	0.05	0.76	0.04
KENTUCKY	0.34	0.09	0.07	0.85	0.04
LOUISIANA	0.10	0.13	0.11	0.59	0.04
MAINE	3.19	0.27	0.18	2.22	0.00
MARYLAND	0.59	0.11	0.05	0.55	0.06
MASSACHUSETTS	0.29	0.15	0.10	0.13	0.07
MICHIGAN	0.15	0.15	0.35	0.00	0.05
MINNESOTA	0.00	0.20	0.12	0.73	0.06
MISSISSIPPI	0.08	0.10	0.21	0.00	0.04
MISSOURI	0.08	0.12	0.07	0.45	0.04
MONTANA	0.93	0.23	0.12	0.93	0.00
NEBRASKA	0.11	0.22	0.13	0.97	0.04
NEVADA	0.24	0.11	0.06	0.37	0.04
NEW HAMPSHIRE	0.20	0.05	0.05	1.33	0.10
NEW JERSEY	1.96	0.09	0.04	0.19	0.02
NEW MEXICO	0.42	0.16	0.07	0.63	0.03
NEW YORK	0.33	0.16	0.06	0.22	0.06
NORTH CAROLINA	0.12	0.14	0.06	0.79	0.04
NORTH DAKOTA	0.00	0.00	0.00	0.63	0.08
OHIO	0.61	0.09	0.09	0.12	0.04
OKLAHOMA	0.26	0.09	0.03	0.31	0.03
OREGON	0.00	0.11	0.10	1.19	0.03
PENNSYLVANIA	0.08	0.11	0.09	0.02	0.06
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.04	0.08	0.02	0.42	0.03
SOUTH CAROLINA	0.04	0.15	0.09	0.30	0.05
SOUTH DAKOTA	0.80	0.07	0.07	0.36	0.00
TENNESSEE	0.15	0.13	0.08	0.56	0.06
TEXAS	0.13	0.13	0.11	0.77	0.06
UTAH	0.19	0.00	0.00	0.28	0.04
VERMONT	0.11	0.22	0.11	1.11	0.00
VIRGINIA	0.14	0.10	0.05	0.68	0.03
WASHINGTON	0.32	0.12	0.10	1.84	0.04
WEST VIRGINIA	0.00	0.09	0.05	0.71	0.06
WISCONSIN	0.00	0.12	0.27	0.83	0.04
WYOMING	0.00	0.08	0.00	0.59	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.22	0.12	0.11	0.39	0.05

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Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

BLACK

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.09	0.00	0.02	0.08
ALASKA	0.14	0.00	0.04	0.00
ARIZONA	0.14	0.01	0.02	0.00
ARKANSAS	0.12	0.01	0.03	0.00
CALIFORNIA	0.19	0.00	0.02	0.00
COLORADO	0.07	0.01	0.04	0.00
CONNECTICUT	0.14	0.00	0.01	0.00
DELAWARE	0.17	0.03	0.00	0.00
DISTRICT OF COLUMBIA	0.09	0.35	0.01	0.00
FLORIDA	0.12	0.00	0.02	0.00
GEORGIA	0.10	0.00	0.02	0.00
HAWAII	0.11	0.02	0.00	0.00
IDAHO	0.06	0.00	0.06	0.94
ILLINOIS	0.14	0.00	0.04	0.00
INDIANA	0.16	0.00	0.03	0.00
IOWA	0.17	0.01	0.08	0.00
KANSAS	0.12	0.00	0.05	0.03
KENTUCKY	0.12	0.00	0.03	0.48
LOUISIANA	0.13	0.00	0.03	0.20
MAINE	0.00	0.00	0.09	0.00
MARYLAND	0.17	0.00	0.04	0.00
MASSACHUSETTS	0.06	0.01	0.03	0.00
MICHIGAN	0.16	0.00	0.00	0.02
MINNESOTA	0.32	0.00	0.07	0.18
MISSISSIPPI	0.07	0.00	0.02	0.34
MISSOURI	0.15	0.01	0.03	0.00
MONTANA	0.12	0.00	0.00	0.00
NEBRASKA	0.10	0.00	0.04	0.00
NEVADA	0.09	0.00	0.04	0.00
NEW HAMPSHIRE	0.05	0.00	0.00	0.05
NEW JERSEY	0.15	0.00	0.01	0.00
NEW MEXICO	0.08	0.00	0.08	0.06
NEW YORK	0.17	0.00	0.03	0.00
NORTH CAROLINA	0.21	0.00	0.03	0.00
NORTH DAKOTA	0.08	0.00	0.00	0.00
OHIO	0.05	0.00	0.01	0.00
OKLAHOMA	0.12	0.00	0.03	0.00
OREGON	0.29	0.00	0.08	0.00
PENNSYLVANIA	0.18	0.01	0.04	0.00
PUERTO RICO	.	.	.	.
RHODE ISLAND	0.08	0.00	0.04	0.00
SOUTH CAROLINA	0.12	0.00	0.01	0.00
SOUTH DAKOTA	0.07	0.00	0.07	0.00
TENNESSEE	0.10	0.00	0.02	0.18
TEXAS	0.16	0.00	0.02	0.00
UTAH	0.18	0.02	0.07	0.00
VERMONT	0.11	0.00	0.11	0.55
VIRGINIA	0.16	0.00	0.02	0.72
WASHINGTON	0.21	0.00	0.03	0.12
WEST VIRGINIA	0.12	0.00	0.05	0.00
WISCONSIN	0.18	0.00	0.05	0.00
WYOMING	0.17	0.00	0.08	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
50 STATES AND D.C.	0.14	0.00	0.02	0.06

Please see data notes for an explanation of individual State differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Resident population data are provided from the Population Estimates Program, Population Division. Population figures are July estimates from the U.S. Census Bureau. Population data for race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA16

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

HISPANIC

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	5.21	3.10	0.77	0.71	0.14
ALASKA	4.96	3.15	0.90	0.30	0.14
ARIZONA	7.81	4.90	1.29	0.80	0.27
ARKANSAS	8.59	4.85	1.61	1.11	0.03
CALIFORNIA	7.37	4.70	1.46	0.48	0.13
COLORADO	8.30	4.49	1.54	0.55	0.75
CONNECTICUT	11.36	5.78	1.85	1.02	1.50
DELAWARE	10.42	6.83	0.90	1.63	0.20
DISTRICT OF COLUMBIA	2.92	1.53	0.24	0.44	0.20
FLORIDA	8.55	4.77	1.73	0.91	0.63
GEORGIA	7.07	2.84	1.84	1.20	0.53
HAWAII	2.00	1.06	0.18	0.27	0.33
IDAHO	9.08	5.33	1.43	1.09	0.12
ILLINOIS	7.24	4.45	1.05	0.76	0.60
INDIANA	6.24	2.74	1.51	1.20	0.35
IOWA	10.41	5.50	0.58	2.52	1.44
KANSAS	7.67	3.77	1.43	0.95	0.50
KENTUCKY	4.07	1.45	0.91	0.61	0.26
LOUISIANA	2.39	0.94	0.74	0.23	0.12
MAINE	7.64	3.17	1.53	0.34	1.49
MARYLAND	7.01	3.17	2.30	0.21	0.30
MASSACHUSETTS	11.26	6.90	1.69	1.10	0.98
MICHIGAN	6.80	3.92	1.11	0.72	0.45
MINNESOTA	9.28	4.41	1.37	1.01	1.26
MISSISSIPPI	2.51	1.45	0.71	0.09	0.03
MISSOURI	5.16	2.80	1.23	0.50	0.29
MONTANA	2.05	1.16	0.18	0.17	0.12
NEBRASKA	11.15	5.07	2.54	2.33	0.34
NEVADA	8.02	5.42	1.31	0.49	0.17
NEW HAMPSHIRE	7.23	3.55	1.90	0.48	0.46
NEW JERSEY	10.23	5.93	1.87	0.42	0.70
NEW MEXICO	11.32	7.05	2.13	0.53	0.69
NEW YORK	8.96	4.90	1.97	0.38	0.94
NORTH CAROLINA	9.72	5.10	1.72	1.67	0.25
NORTH DAKOTA	7.62	3.49	2.38	0.71	0.71
OHIO	5.25	2.07	0.94	1.31	0.37
OKLAHOMA	7.59	4.89	1.07	0.92	0.17
OREGON	8.93	4.82	2.31	0.64	0.29
PENNSYLVANIA	9.54	5.77	1.00	1.38	0.90
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	12.45	8.84	1.37	0.77	0.84
SOUTH CAROLINA	6.57	3.40	1.65	0.72	0.32
SOUTH DAKOTA	5.12	2.79	0.83	0.53	0.30
TENNESSEE	5.51	2.97	1.25	0.46	0.16
TEXAS	9.28	5.99	1.34	0.52	0.53
UTAH	9.08	5.84	1.29	0.67	0.64
VERMONT	3.26	1.27	0.54	0.36	0.54
VIRGINIA	10.73	6.06	1.64	0.90	0.83
WASHINGTON	8.89	5.06	1.35	0.84	0.21
WEST VIRGINIA	4.39	2.10	1.17	0.49	0.19
WISCONSIN	8.75	4.34	1.43	1.20	0.96
WYOMING	7.72	4.44	1.69	0.46	0.49
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	8.30	5.05	1.49	0.60	0.44

Please see data notes for an explanation of individual State differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Resident population data are provided from the Population Estimates Program, Population Division. Population figures are July estimates from the U.S. Census Bureau. Population data for race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA16

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

HISPANIC

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.08	0.08	0.04	0.20	0.03
ALASKA	0.07	0.09	0.00	0.22	0.00
ARIZONA	0.13	0.16	0.08	0.08	0.04
ARKANSAS	0.16	0.16	0.04	0.48	0.09
CALIFORNIA	0.06	0.13	0.15	0.14	0.04
COLORADO	0.32	0.16	0.39	0.00	0.03
CONNECTICUT	0.41	0.13	0.03	0.48	0.06
DELAWARE	0.00	0.24	0.45	0.00	0.01
DISTRICT OF COLUMBIA	0.06	0.01	0.05	0.24	0.03
FLORIDA	0.00	0.11	0.12	0.12	0.03
GEORGIA	0.00	0.15	0.06	0.37	0.03
HAWAII	0.01	0.03	0.01	0.10	0.00
IDAHO	0.14	0.12	0.04	0.19	0.02
ILLINOIS	0.00	0.13	0.09	0.06	0.03
INDIANA	0.07	0.10	0.07	0.06	0.05
IOWA	0.04	0.13	0.09	0.01	0.01
KANSAS	0.27	0.12	0.06	0.44	0.03
KENTUCKY	0.18	0.11	0.04	0.29	0.01
LOUISIANA	0.04	0.05	0.03	0.16	0.02
MAINE	0.50	0.04	0.08	0.46	0.00
MARYLAND	0.59	0.11	0.02	0.18	0.02
MASSACHUSETTS	0.21	0.11	0.07	0.09	0.05
MICHIGAN	0.08	0.14	0.28	0.00	0.02
MINNESOTA	0.00	0.27	0.12	0.54	0.05
MISSISSIPPI	0.02	0.08	0.03	0.00	0.02
MISSOURI	0.04	0.06	0.05	0.11	0.02
MONTANA	0.17	0.03	0.02	0.18	0.00
NEBRASKA	0.08	0.16	0.09	0.41	0.05
NEVADA	0.17	0.13	0.07	0.16	0.03
NEW HAMPSHIRE	0.06	0.10	0.02	0.63	0.02
NEW JERSEY	0.95	0.09	0.03	0.12	0.02
NEW MEXICO	0.23	0.11	0.06	0.35	0.04
NEW YORK	0.22	0.21	0.05	0.12	0.06
NORTH CAROLINA	0.09	0.28	0.04	0.39	0.04
NORTH DAKOTA	0.00	0.08	0.04	0.12	0.00
OHIO	0.32	0.07	0.05	0.08	0.02
OKLAHOMA	0.17	0.10	0.05	0.14	0.02
OREGON	0.00	0.19	0.09	0.34	0.05
PENNSYLVANIA	0.11	0.12	0.07	0.03	0.03
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.15	0.12	0.05	0.23	0.02
SOUTH CAROLINA	0.01	0.17	0.04	0.17	0.01
SOUTH DAKOTA	0.37	0.03	0.07	0.10	0.03
TENNESSEE	0.06	0.11	0.06	0.23	0.05
TEXAS	0.08	0.14	0.12	0.44	0.04
UTAH	0.19	0.13	0.05	0.13	0.04
VERMONT	0.00	0.06	0.00	0.30	0.00
VIRGINIA	0.11	0.12	0.05	0.47	0.04
WASHINGTON	0.19	0.17	0.08	0.75	0.03
WEST VIRGINIA	0.00	0.09	0.03	0.15	0.00
WISCONSIN	0.00	0.13	0.19	0.35	0.03
WYOMING	0.00	0.08	0.07	0.45	0.02
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.13	0.14	0.11	0.21	0.04

Please see data notes for an explanation of individual State differences.
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Table AA16

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

HISPANIC

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.04	0.00	0.02	0.02
ALASKA	0.06	0.00	0.03	0.00
ARIZONA	0.05	0.01	0.01	0.00
ARKANSAS	0.04	0.00	0.03	0.00
CALIFORNIA	0.06	0.00	0.01	0.00
COLORADO	0.02	0.01	0.03	0.00
CONNECTICUT	0.07	0.01	0.01	0.00
DELAWARE	0.10	0.05	0.00	0.00
DISTRICT OF COLUMBIA	0.01	0.11	0.00	0.00
FLORIDA	0.12	0.00	0.01	0.00
GEORGIA	0.06	0.00	0.01	0.00
HAWAII	0.01	0.01	0.00	0.00
IDAHO	0.03	0.00	0.04	0.53
ILLINOIS	0.05	0.00	0.02	0.00
INDIANA	0.06	0.00	0.02	0.00
IOWA	0.06	0.02	0.02	0.00
KANSAS	0.05	0.00	0.02	0.03
KENTUCKY	0.07	0.00	0.00	0.14
LOUISIANA	0.04	0.00	0.01	0.02
MAINE	0.00	0.00	0.04	0.00
MARYLAND	0.07	0.00	0.02	0.00
MASSACHUSETTS	0.04	0.00	0.02	0.00
MICHIGAN	0.06	0.00	0.00	0.01
MINNESOTA	0.11	0.01	0.02	0.13
MISSISSIPPI	0.03	0.00	0.00	0.06
MISSOURI	0.07	0.00	0.01	0.00
MONTANA	0.00	0.02	0.00	0.00
NEBRASKA	0.05	0.00	0.04	0.00
NEVADA	0.04	0.00	0.03	0.00
NEW HAMPSHIRE	0.00	0.00	0.02	0.00
NEW JERSEY	0.09	0.00	0.00	0.00
NEW MEXICO	0.02	0.00	0.05	0.04
NEW YORK	0.10	0.00	0.02	0.00
NORTH CAROLINA	0.12	0.00	0.03	0.00
NORTH DAKOTA	0.00	0.04	0.04	0.00
OHIO	0.01	0.00	0.00	0.00
OKLAHOMA	0.05	0.00	0.01	0.00
OREGON	0.14	0.00	0.05	0.00
PENNSYLVANIA	0.08	0.00	0.04	0.00
PUERTO RICO	.	.	.	.
RHODE ISLAND	0.04	0.00	0.03	0.00
SOUTH CAROLINA	0.07	0.00	0.00	0.00
SOUTH DAKOTA	0.07	0.00	0.00	0.00
TENNESSEE	0.06	0.00	0.03	0.06
TEXAS	0.06	0.00	0.01	0.00
UTAH	0.04	0.01	0.05	0.00
VERMONT	0.06	0.00	0.00	0.12
VIRGINIA	0.08	0.00	0.01	0.42
WASHINGTON	0.05	0.00	0.03	0.12
WEST VIRGINIA	0.12	0.00	0.03	0.00
WISCONSIN	0.07	0.00	0.05	0.00
WYOMING	0.01	0.00	0.02	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
50 STATES AND D.C.	0.06	0.00	0.02	0.01

Please see data notes for an explanation of individual State differences.
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Resident population data are provided from the Population Estimates Program, Population Division. Population figures are July estimates from the U.S. Census Bureau. Population data for race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA16

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

WHITE

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	7.90	4.03	1.49	1.08	0.48
ALASKA	8.05	4.68	1.65	0.35	0.42
ARIZONA	6.84	3.81	1.30	0.45	0.62
ARKANSAS	7.99	3.64	1.55	1.39	0.07
CALIFORNIA	7.73	4.27	1.88	0.38	0.36
COLORADO	6.82	3.33	1.26	0.27	0.90
CONNECTICUT	9.01	4.33	1.74	0.35	0.86
DELAWARE	6.54	3.82	0.96	0.71	0.27
DISTRICT OF COLUMBIA	1.06	0.67	0.02	0.10	0.07
FLORIDA	9.53	4.88	2.34	0.75	0.99
GEORGIA	7.61	2.80	1.77	0.93	1.14
HAWAII	6.03	2.86	0.81	0.49	1.18
IDAHO	7.25	4.23	1.17	0.56	0.23
ILLINOIS	9.52	4.78	2.38	0.73	0.99
INDIANA	9.84	4.30	2.71	1.28	0.78
IOWA	9.74	4.93	0.77	2.29	1.36
KANSAS	8.09	3.57	1.76	0.73	0.64
KENTUCKY	8.09	2.29	1.96	1.93	0.52
LOUISIANA	6.25	2.49	1.61	0.59	0.28
MAINE	11.59	4.92	2.78	0.41	1.45
MARYLAND	8.16	3.75	2.01	0.34	0.59
MASSACHUSETTS	11.36	6.96	1.71	1.11	0.98
MICHIGAN	8.46	4.04	1.76	0.85	0.81
MINNESOTA	7.96	3.18	1.38	0.81	1.41
MISSISSIPPI	6.55	2.98	2.48	0.38	0.09
MISSOURI	9.26	4.88	2.09	0.79	0.63
MONTANA	7.39	4.02	1.46	0.49	0.45
NEBRASKA	9.04	3.86	2.30	1.31	0.57
NEVADA	7.45	4.56	1.35	0.33	0.45
NEW HAMPSHIRE	9.76	4.84	1.97	0.37	0.89
NEW JERSEY	11.57	6.45	2.88	0.18	0.66
NEW MEXICO	8.59	4.96	1.58	0.29	0.71
NEW YORK	4.00	2.10	0.63	0.15	0.34
NORTH CAROLINA	7.77	3.72	1.56	0.88	0.40
NORTH DAKOTA	7.43	3.43	2.09	0.72	0.58
OHIO	8.45	3.46	1.71	1.75	0.50
OKLAHOMA	8.85	4.90	1.75	0.87	0.46
OREGON	9.12	4.72	1.99	0.56	0.62
PENNSYLVANIA	7.73	4.30	1.41	0.94	0.62
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	12.68	7.04	2.44	0.46	1.10
SOUTH CAROLINA	8.55	4.29	2.17	0.92	0.50
SOUTH DAKOTA	6.84	3.52	1.59	0.70	0.27
TENNESSEE	8.93	4.41	2.07	0.80	0.26
TEXAS	8.45	4.48	1.48	0.34	0.77
UTAH	7.32	4.18	1.35	0.48	0.56
VERMONT	9.16	3.51	1.47	1.02	1.49
VIRGINIA	9.29	4.86	1.56	0.65	0.77
WASHINGTON	7.65	3.57	1.26	0.46	0.37
WEST VIRGINIA	11.69	5.10	2.87	2.36	0.54
WISCONSIN	8.07	3.93	1.34	0.88	1.21
WYOMING	9.07	4.59	2.10	0.54	0.73
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	8.30	4.12	1.74	0.77	0.67

Please see data notes for an explanation of individual State differences.
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WHITE

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.12	0.09	0.07	0.37	0.04
ALASKA	0.23	0.11	0.05	0.40	0.02
ARIZONA	0.14	0.11	0.10	0.17	0.04
ARKANSAS	0.17	0.10	0.03	0.89	0.03
CALIFORNIA	0.07	0.11	0.16	0.30	0.05
COLORADO	0.31	0.11	0.54	0.00	0.03
CONNECTICUT	0.25	0.10	0.04	1.11	0.05
DELAWARE	0.00	0.12	0.47	0.00	0.03
DISTRICT OF COLUMBIA	0.03	0.02	0.00	0.11	0.03
FLORIDA	0.00	0.08	0.14	0.23	0.03
GEORGIA	0.00	0.07	0.05	0.72	0.03
HAWAII	0.08	0.04	0.05	0.36	0.02
IDAHO	0.15	0.08	0.04	0.34	0.03
ILLINOIS	0.00	0.12	0.10	0.29	0.04
INDIANA	0.08	0.12	0.10	0.21	0.05
IOWA	0.05	0.08	0.12	0.01	0.02
KANSAS	0.36	0.09	0.08	0.71	0.03
KENTUCKY	0.24	0.08	0.05	0.61	0.05
LOUISIANA	0.08	0.11	0.14	0.73	0.04
MAINE	0.96	0.09	0.03	0.76	0.03
MARYLAND	0.49	0.11	0.04	0.62	0.04
MASSACHUSETTS	0.21	0.11	0.07	0.09	0.05
MICHIGAN	0.12	0.13	0.56	0.00	0.03
MINNESOTA	0.00	0.14	0.13	0.60	0.03
MISSISSIPPI	0.06	0.07	0.24	0.00	0.03
MISSOURI	0.06	0.09	0.05	0.52	0.03
MONTANA	0.25	0.09	0.03	0.47	0.03
NEBRASKA	0.09	0.14	0.11	0.49	0.06
NEVADA	0.14	0.08	0.07	0.35	0.03
NEW HAMPSHIRE	0.13	0.10	0.05	1.23	0.05
NEW JERSEY	0.84	0.08	0.04	0.28	0.02
NEW MEXICO	0.22	0.10	0.07	0.48	0.04
NEW YORK	0.25	0.06	0.04	0.32	0.02
NORTH CAROLINA	0.10	0.10	0.06	0.78	0.04
NORTH DAKOTA	0.00	0.08	0.09	0.33	0.03
OHIO	0.49	0.10	0.09	0.22	0.04
OKLAHOMA	0.19	0.10	0.06	0.36	0.05
OREGON	0.00	0.13	0.10	0.60	0.04
PENNSYLVANIA	0.06	0.10	0.04	0.07	0.04
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.14	0.11	0.07	1.13	0.03
SOUTH CAROLINA	0.02	0.10	0.09	0.36	0.04
SOUTH DAKOTA	0.28	0.06	0.05	0.23	0.02
TENNESSEE	0.14	0.10	0.09	0.75	0.06
TEXAS	0.09	0.10	0.10	0.90	0.05
UTAH	0.20	0.15	0.02	0.16	0.06
VERMONT	0.08	0.15	0.08	0.80	0.04
VIRGINIA	0.12	0.08	0.06	0.71	0.03
WASHINGTON	0.21	0.12	0.07	1.39	0.02
WEST VIRGINIA	0.00	0.09	0.05	0.52	0.05
WISCONSIN	0.00	0.10	0.09	0.35	0.03
WYOMING	0.01	0.14	0.11	0.66	0.05
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.16	0.10	0.11	0.43	0.04

Please see data notes for an explanation of individual State differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Resident population data are provided from the Population Estimates Program, Population Division. Population figures are July estimates from the U.S. Census Bureau. Population data for race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA16

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Race/Ethnicity, During the 1999-2000 School Year

WHITE

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.06	0.00	0.02	0.05
ALASKA	0.10	0.00	0.04	0.00
ARIZONA	0.09	0.01	0.01	0.00
ARKANSAS	0.09	0.00	0.02	0.00
CALIFORNIA	0.13	0.00	0.02	0.00
COLORADO	0.04	0.01	0.02	0.00
CONNECTICUT	0.16	0.01	0.01	0.00
DELAWARE	0.14	0.02	0.00	0.00
DISTRICT OF COLUMBIA	0.01	0.00	0.00	0.00
FLORIDA	0.08	0.00	0.01	0.00
GEORGIA	0.08	0.00	0.02	0.00
HAWAII	0.08	0.02	0.02	0.00
IDAHO	0.07	0.00	0.04	0.30
ILLINOIS	0.08	0.00	0.02	0.00
INDIANA	0.15	0.00	0.03	0.00
IOWA	0.08	0.01	0.02	0.00
KANSAS	0.07	0.00	0.02	0.04
KENTUCKY	0.08	0.00	0.02	0.27
LOUISIANA	0.07	0.00	0.02	0.08
MAINE	0.14	0.00	0.04	0.00
MARYLAND	0.12	0.00	0.03	0.00
MASSACHUSETTS	0.04	0.00	0.02	0.00
MICHIGAN	0.15	0.00	0.00	0.00
MINNESOTA	0.17	0.00	0.03	0.08
MISSISSIPPI	0.03	0.00	0.02	0.17
MISSOURI	0.10	0.00	0.02	0.00
MONTANA	0.06	0.01	0.03	0.00
NEBRASKA	0.07	0.00	0.04	0.00
NEVADA	0.07	0.00	0.03	0.00
NEW HAMPSHIRE	0.10	0.00	0.02	0.01
NEW JERSEY	0.14	0.00	0.00	0.00
NEW MEXICO	0.07	0.00	0.04	0.03
NEW YORK	0.07	0.00	0.02	0.00
NORTH CAROLINA	0.11	0.00	0.02	0.00
NORTH DAKOTA	0.06	0.00	0.02	0.01
OHIO	0.06	0.00	0.02	0.00
OKLAHOMA	0.06	0.00	0.03	0.00
OREGON	0.32	0.00	0.04	0.00
PENNSYLVANIA	0.09	0.00	0.06	0.00
PUERTO RICO	.	.	.	.
RHODE ISLAND	0.12	0.00	0.03	0.00
SOUTH CAROLINA	0.06	0.00	0.01	0.00
SOUTH DAKOTA	0.09	0.00	0.02	0.00
TENNESSEE	0.06	0.00	0.02	0.16
TEXAS	0.12	0.00	0.02	0.00
UTAH	0.07	0.02	0.05	0.00
VERMONT	0.12	0.00	0.05	0.35
VIRGINIA	0.10	0.00	0.02	0.34
WASHINGTON	0.10	0.00	0.02	0.07
WEST VIRGINIA	0.07	0.01	0.03	0.00
WISCONSIN	0.11	0.00	0.02	0.00
WYOMING	0.07	0.00	0.07	0.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
50 STATES AND D.C.	0.10	0.00	0.02	0.03

Please see data notes for an explanation of individual State differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Resident population data are provided from the Population Estimates Program, Population Division. Population figures are July estimates from the U.S. Census Bureau. Population data for race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB1

Number of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES

	NUMBER								
STATE	EARLY CHLDHD SETTING	EARLY CHLDHD SPEC ED SETTING	HOME	PT EARLY CHLDHD SPEC ED SETTING	RESID FACILITY	SEPARATE SCHOOL	ITINRNT SERVICES OUTSIDE HOME	REVERSE MAINSTR	TOTAL
ALABAMA	5,697	398	131	933	27	200	0	.	7,386
ALASKA	366	891	12	127	0	210	147	1	1,754
ARIZONA	3,413	2,684	2,523	34	71	127	0	24	8,876
ARKANSAS	2,094	925	131	2,919	5	1,346	1,159	98	8,677
CALIFORNIA	.	.	.	.	.	.	.	.	56,837
COLORADO	4,715	1,568	56	980	2	160	328	.	7,809
CONNECTICUT	3,429	2,126	11	456	4	262	1,155	.	7,443
DELAWARE	908	308	10	363	1	57	17	.	1,664
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.	.
FLORIDA	1,588	7,826	660	15,546	46	1,232	.	.	26,898
GEORGIA	6,601	5,929	1,348	883	164	209	.	.	15,134
HAWAII	191	1,212	14	217	2	10	.	.	1,646
IDAHO	610	1,260	14	137	10	32	82	1,304	3,449
ILLINOIS	13,970	7,633	16	3,870	41	1,763	.	.	27,293
INDIANA	5,967	6,483	170	858	48	252	0	0	13,778
IOWA	909	1,578	160	879	6	42	1,874	129	5,577
KANSAS	1,484	2,548	173	655	0	26	.	2,047	6,933
KENTUCKY	12,748	378	103	1,700	13	219	.	.	15,161
LOUISIANA	6,285	2,708	249	140	5	108	0	0	9,495
MAINE	1,083	706	178	404	5	253	.	.	2,629
MARYLAND	3,774	2,238	138	1,392	68	801	1,296	7	9,714
MASSACHUSETTS	13,791	1,010	166	297	2	116	.	.	15,382
MICHIGAN	5,609	5,719	296	773	14	3,088	3,484	0	18,983
MINNESOTA	4,820	2,817	2,786	590	7	14	218	75	11,327
MISSISSIPPI	2,416	1,805	136	1,550	7	132	0	0	6,046
MISSOURI	3,973	3,766	376	192	8	507	876	.	9,698
MONTANA	948	628	0	99	5	0	2	5	1,687
NEBRASKA	16	1,698	563	527	3	263	.	.	3,070
NEVADA	1,033	2,258	42	40	0	158	0	0	3,531
NEW HAMPSHIRE	1,165	926	44	43	3	9	0	0	2,190
NEW JERSEY	2,920	8,903	65	2,026	4	1,753	326	.	15,997
NEW MEXICO	1,961	2,930	42	171	29	0	.	.	5,133
NEW YORK	11,621	11,139	4,252	1,365	0	4,445	223	0	33,045
NORTH CAROLINA	12,217	2,923	215	1,336	0	804	0	0	17,495
NORTH DAKOTA	457	370	21	143	7	25	121	53	1,197
OHIO	5,303	1,108	8,184	3,439	0	13	0	525	18,572
OKLAHOMA	3,063	1,799	34	693	7	209	0	0	5,805
OREGON	1,359	1,566	192	528	23	151	298	259	4,376
PENNSYLVANIA	9,640	7,804	1,256	761	25	434	.	.	19,920
PUERTO RICO	3,157	690	221	1,127	0	119	29	216	5,559
RHODE ISLAND	2,429	57	0	0	0	24	.	.	2,510
SOUTH CAROLINA	3,134	2,102	163	2,051	4	85	3,178	220	10,937
SOUTH DAKOTA	375	1,192	24	559	8	6	.	.	2,164
TENNESSEE	3,276	3,652	61	1,113	2	227	1,794	166	10,291
TEXAS	.	.	.	.	.	.	.	.	.
UTAH	1,392	3,021	17	114	0	377	3	161	5,085
VERMONT	733	236	109	110	1	32	5	0	1,226
VIRGINIA	2,704	5,612	568	1,872	26	94	2,752	85	13,713
WASHINGTON	2,810	6,302	82	1,529	0	31	763	282	11,799
WEST VIRGINIA	3,085	1,638	206	339	7	26	0	0	5,301
WISCONSIN	4,221	5,886	93	2,370	6	149	983	.	13,708
WYOMING	1,202	197	115	22	0	0	0	0	1,536
AMERICAN SAMOA	50	8	0	0	0	0	0	0	58
GUAM	11	120	0	23	0	0	2	.	156
NORTHERN MARIANAS	.	49	2	.	.	.	.	.	51
PALAU	0	12	0	0	0	0	0	0	12
VIRGIN ISLANDS	122	9	9	40	0	0	0	0	180
BUR. OF INDIAN AFFAIRS	217	55	11	4	1	1	0	0	289
U.S. AND OUTLYING AREAS	187,062	139,406	26,448	58,339	717	20,601	21,115	5,657	516,182
50 STATES, D.C. & P.R.	186,662	139,153	26,426	58,272	716	20,600	21,113	5,657	515,436

CHLDHD=CHILDHOOD; SPEC ED=SPECIAL EDUCATION; PT=PART-TIME; RESID=RESIDENTIAL; ITINRNT=ITINERANT; MAINSTR=MAINSTREAM

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB1

Percentage of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES

	PERCENTAGE							
STATE	EARLY CHLDHD SETTING	EARLY CHLDHD SPEC ED SETTING	HOME	PT EARLY CHLDHD SPEC ED SETTING	RESID FACILITY	SEPARATE SCHOOL	ITINRNT SERVICES OUTSIDE HOME	REVERSE MAINSTR
ALABAMA	77.13	5.39	1.77	12.63	0.37	2.71	0.00	.
ALASKA	20.87	50.80	0.68	7.24	0.00	11.97	8.38	0.06
ARIZONA	38.45	30.24	28.42	0.38	0.80	1.43	0.00	0.27
ARKANSAS	24.13	10.66	1.51	33.64	0.06	15.51	13.36	1.13
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	60.38	20.08	0.72	12.55	0.03	2.05	4.20	.
CONNECTICUT	46.07	28.56	0.15	6.13	0.05	3.52	15.52	.
DELAWARE	54.57	18.51	0.60	21.81	0.06	3.43	1.02	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	5.90	29.10	2.45	57.80	0.17	4.58	.	.
GEORGIA	43.62	39.18	8.91	5.83	1.08	1.38	.	.
HAWAII	11.60	73.63	0.85	13.18	0.12	0.61	.	.
IDAHO	17.69	36.53	0.41	3.97	0.29	0.93	2.38	37.81
ILLINOIS	51.19	27.97	0.06	14.18	0.15	6.46	.	.
INDIANA	43.31	47.05	1.23	6.23	0.35	1.83	0.00	0.00
IOWA	16.30	28.29	2.87	15.76	0.11	0.75	33.60	2.31
KANSAS	21.40	36.75	2.50	9.45	0.00	0.38	.	29.53
KENTUCKY	84.08	2.49	0.68	11.21	0.09	1.44	.	.
LOUISIANA	66.19	28.52	2.62	1.47	0.05	1.14	0.00	0.00
MAINE	41.19	26.85	6.77	15.37	0.19	9.62	.	.
MARYLAND	38.85	23.04	1.42	14.33	0.70	8.25	13.34	0.07
MASSACHUSETTS	89.66	6.57	1.08	1.93	0.01	0.75	.	.
MICHIGAN	29.55	30.13	1.56	4.07	0.07	16.27	18.35	0.00
MINNESOTA	42.55	24.87	24.60	5.21	0.06	0.12	1.92	0.66
MISSISSIPPI	39.96	29.85	2.25	25.64	0.12	2.18	0.00	0.00
MISSOURI	40.97	38.83	3.88	1.98	0.08	5.23	9.03	.
MONTANA	56.19	37.23	0.00	5.87	0.30	0.00	0.12	0.30
NEBRASKA	0.52	55.31	18.34	17.17	0.10	8.57	.	.
NEVADA	29.26	63.95	1.19	1.13	0.00	4.47	0.00	0.00
NEW HAMPSHIRE	53.20	42.28	2.01	1.96	0.14	0.41	0.00	0.00
NEW JERSEY	18.25	55.65	0.41	12.66	0.03	10.96	2.04	.
NEW MEXICO	38.20	57.08	0.82	3.33	0.56	0.00	.	.
NEW YORK	35.17	33.71	12.87	4.13	0.00	13.45	0.67	0.00
NORTH CAROLINA	69.83	16.71	1.23	7.64	0.00	4.60	0.00	0.00
NORTH DAKOTA	38.18	30.91	1.75	11.95	0.58	2.09	10.11	4.43
OHIO	28.55	5.97	44.07	18.52	0.00	0.07	0.00	2.83
OKLAHOMA	52.76	30.99	0.59	11.94	0.12	3.60	0.00	0.00
OREGON	31.06	35.79	4.39	12.07	0.53	3.45	6.81	5.92
PENNSYLVANIA	48.39	39.18	6.31	3.82	0.13	2.18	.	.
PUERTO RICO	56.79	12.41	3.98	20.27	0.00	2.14	0.52	3.89
RHODE ISLAND	96.77	2.27	0.00	0.00	0.00	0.96	.	.
SOUTH CAROLINA	28.66	19.22	1.49	18.75	0.04	0.78	29.06	2.01
SOUTH DAKOTA	17.33	55.08	1.11	25.83	0.37	0.28	.	.
TENNESSEE	31.83	35.49	0.59	10.82	0.02	2.21	17.43	1.61
TEXAS	.	.	.	.	.	.	.	.
UTAH	27.37	59.41	0.33	2.24	0.00	7.41	0.06	3.17
VERMONT	59.79	19.25	8.89	8.97	0.08	2.61	0.41	0.00
VIRGINIA	19.72	40.92	4.14	13.65	0.19	0.69	20.07	0.62
WASHINGTON	23.82	53.41	0.69	12.96	0.00	0.26	6.47	2.39
WEST VIRGINIA	58.20	30.90	3.89	6.40	0.13	0.49	0.00	0.00
WISCONSIN	30.79	42.94	0.68	17.29	0.04	1.09	7.17	.
WYOMING	78.26	12.83	7.49	1.43	0.00	0.00	0.00	0.00
AMERICAN SAMOA	86.21	13.79	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	7.05	76.92	0.00	14.74	0.00	0.00	1.28	.
NORTHERN MARIANAS	.	96.08	3.92	.	.	.	.	.
PALAU	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	67.78	5.00	5.00	22.22	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	75.09	19.03	3.81	1.38	0.35	0.35	0.00	0.00
U.S. AND OUTLYING AREAS	36.24	27.01	5.12	11.30	0.14	3.99	4.09	1.10
50 STATES, D.C. & P.R.	36.21	27.00	5.13	11.31	0.14	4.00	4.10	1.10

CHLDHD=CHILDHOOD; SPEC ED=SPECIAL EDUCATION; PT=PART-TIME; RESID=RESIDENTIAL; ITINRNT=ITINERANT; MAINSTR=MAINSTREAM
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	41,753	35,512	12,743	1,070	110	441	368	217
ALASKA	9,489	4,658	1,495	255	11	4	27	12
ARIZONA	37,290	26,244	13,829	753	738	507	87	189
ARKANSAS	19,688	22,160	7,266	123	435	0	576	185
CALIFORNIA	295,767	119,452	130,830	5,544	10,227	988	1,371	2,635
COLORADO	47,795	10,591	5,991	1,005	275	333	823	415
CONNECTICUT	39,147	14,664	11,569	1,085	1,885	104	729	114
DELAWARE	4,130	8,291	1,320	626	7	67	53	75
DISTRICT OF COLUMBIA	1,125	2,656	2,437	716	1,600	0	95	0
FLORIDA	154,364	83,559	68,155	2,777	1,342	1,398	29	887
GEORGIA	52,457	47,431	38,463	1,154	10	886	82	137
HAWAII	3,546	11,094	3,841	168	48	0	90	154
IDAHO	15,766	6,102	1,658	194	94	107	30	49
ILLINOIS	93,550	72,482	72,294	9,423	5,039	768	651	415
INDIANA	78,482	20,175	31,463	607	12	1,097	373	572
IOWA	31,071	22,106	9,793	1,526	.	519	233	134
KANSAS	30,990	12,859	6,107	904	216	160	115	141
KENTUCKY	35,725	23,536	11,725	514	51	574	194	493
LOUISIANA	27,221	26,822	29,398	534	97	1,057	0	621
MAINE	15,738	9,918	4,025	177	289	31	274	129
MARYLAND	46,384	22,435	25,128	3,449	2,943	545	456	352
MASSACHUSETTS	100,457	21,043	21,831	2,830	4,913	322	1,251	935
MICHIGAN	100,218	45,195	35,648	7,536	.	193	76	554
MINNESOTA	61,473	20,660	7,356	3,860	247	636	423	211
MISSISSIPPI	26,083	16,694	11,750	246	134	399	44	382
MISSOURI	61,796	38,426	17,429	2,881	758	152	39	386
MONTANA	9,433	5,490	1,801	109	30	73	94	38
NEBRASKA	23,464	12,147	5,205	445	141	85	74	230
NEVADA	14,426	10,882	3,745	654	4	0	9	68
NEW HAMPSHIRE	20,036	3,530	675	19	477	77	456	36
NEW JERSEY	87,090	46,246	40,978	7,546	10,236	229	124	1,145
NEW MEXICO	19,252	12,785	13,988	286	7	320	51	291
NEW YORK	170,740	49,160	127,793	16,996	7,947	2,517	4,521	1,804
NORTH CAROLINA	85,808	32,109	25,818	1,902	345	619	130	62
NORTH DAKOTA	9,578	1,686	511	39	24	53	70	23
OHIO	135,521	53,382	11,878	7,561	0	1,052	0	2,200
OKLAHOMA	36,676	27,302	9,445	317	44	352	49	298
OREGON	48,907	9,509	4,678	933	705	393	175	222
PENNSYLVANIA	70,577	80,009	47,198	4,306	3,519	1,459	384	399
PUERTO RICO	24,961	9,665	10,701	1,663	717	56	25	811
RHODE ISLAND	12,283	4,919	6,780	75	611	119	303	196
SOUTH CAROLINA	30,054	33,643	22,711	701	153	417	54	365
SOUTH DAKOTA	9,003	3,218	888	84	87	107	132	19
TENNESSEE	52,469	40,595	21,851	946	294	196	44	1,583
TEXAS	122,916	234,489	83,602	2,808	145	342	34	4,703
UTAH	21,622	15,119	10,513	1,994	0	45	0	231
VERMONT	9,373	941	507	179	195	31	148	109
VIRGINIA	54,949	45,480	35,567	1,504	897	839	366	401
WASHINGTON	53,584	33,014	14,471	511	276	261	14	214
WEST VIRGINIA	21,260	16,267	6,659	109	6	125	14	193
WISCONSIN	40,914	42,327	17,594	1,050	91	357	60	226
WYOMING	6,332	4,098	998	41	28	94	64	31
AMERICAN SAMOA	263	206	53	.	.	.	.	4
GUAM	683	692	538	3	0	1	4	0
NORTHERN MARIANAS	337	73	7	0	0	2	0	4
PALAU	49	34	25	0	0	0	0	1
VIRGIN ISLANDS	510	411	634	0	0	0	21	9
BUR. OF INDIAN AFFAIRS	3,747	1,795	547	23	6	2	32	8
U.S. AND OUTLYING AREAS	2,628,322	1,575,988	1,111,903	102,761	58,466	21,511	15,941	26,318
50 STATES, D.C. & P.R.	2,622,733	1,572,777	1,110,099	102,735	58,460	21,506	15,884	26,292

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	45.28	38.51	13.82	1.16	0.12	0.48	0.40	0.24
ALASKA	59.49	29.20	9.37	1.60	0.07	0.03	0.17	0.08
ARIZONA	46.82	32.95	17.37	0.95	0.93	0.64	0.11	0.24
ARKANSAS	39.04	43.94	14.41	0.24	0.86	0.00	1.14	0.37
CALIFORNIA	52.18	21.07	23.08	0.98	1.80	0.17	0.24	0.46
COLORADO	71.09	15.75	8.91	1.49	0.41	0.50	1.22	0.62
CONNECTICUT	56.49	21.16	16.69	1.57	2.72	0.15	1.05	0.16
DELAWARE	28.35	56.91	9.06	4.30	0.05	0.46	0.36	0.51
DISTRICT OF COLUMBIA	13.04	30.78	28.24	8.30	18.54	0.00	1.10	0.00
FLORIDA	49.39	26.74	21.81	0.89	0.43	0.45	0.01	0.28
GEORGIA	37.30	33.73	27.35	0.82	0.01	0.63	0.06	0.10
HAWAII	18.72	58.57	20.28	0.89	0.25	0.00	0.48	0.81
IDAHO	65.69	25.43	6.91	0.81	0.39	0.45	0.13	0.20
ILLINOIS	36.74	28.47	28.39	3.70	1.98	0.30	0.26	0.16
INDIANA	59.11	15.19	23.70	0.46	0.01	0.83	0.28	0.43
IOWA	47.52	33.81	14.98	2.33	.	0.79	0.36	0.20
KANSAS	60.18	24.97	11.86	1.76	0.42	0.31	0.22	0.27
KENTUCKY	49.06	32.32	16.10	0.71	0.07	0.79	0.27	0.68
LOUISIANA	31.74	31.28	34.28	0.62	0.11	1.23	0.00	0.72
MAINE	51.46	32.43	13.16	0.58	0.95	0.10	0.90	0.42
MARYLAND	45.61	22.06	24.71	3.39	2.89	0.54	0.45	0.35
MASSACHUSETTS	65.41	13.70	14.21	1.84	3.20	0.21	0.81	0.61
MICHIGAN	52.91	23.86	18.82	3.98	.	0.10	0.04	0.29
MINNESOTA	64.80	21.78	7.75	4.07	0.26	0.67	0.45	0.22
MISSISSIPPI	46.80	29.95	21.08	0.44	0.24	0.72	0.08	0.69
MISSOURI	50.71	31.53	14.30	2.36	0.62	0.12	0.03	0.32
MONTANA	55.27	32.17	10.55	0.64	0.18	0.43	0.55	0.22
NEBRASKA	56.15	29.07	12.45	1.06	0.34	0.20	0.18	0.55
NEVADA	48.43	36.53	12.57	2.20	0.01	0.00	0.03	0.23
NEW HAMPSHIRE	79.17	13.95	2.67	0.08	1.88	0.30	1.80	0.14
NEW JERSEY	44.99	23.89	21.17	3.90	5.29	0.12	0.06	0.59
NEW MEXICO	40.98	27.21	29.77	0.61	0.01	0.68	0.11	0.62
NEW YORK	44.76	12.89	33.50	4.46	2.08	0.66	1.19	0.47
NORTH CAROLINA	58.46	21.87	17.59	1.30	0.24	0.42	0.09	0.04
NORTH DAKOTA	79.92	14.07	4.26	0.33	0.20	0.44	0.58	0.19
OHIO	64.05	25.23	5.61	3.57	0.00	0.50	0.00	1.04
OKLAHOMA	49.24	36.66	12.68	0.43	0.06	0.47	0.07	0.40
OREGON	74.64	14.51	7.14	1.42	1.08	0.60	0.27	0.34
PENNSYLVANIA	33.96	38.49	22.71	2.07	1.69	0.70	0.18	0.19
PUERTO RICO	51.36	19.89	22.02	3.42	1.48	0.12	0.05	1.67
RHODE ISLAND	48.58	19.45	26.81	0.30	2.42	0.47	1.20	0.78
SOUTH CAROLINA	34.11	38.19	25.78	0.80	0.17	0.47	0.06	0.41
SOUTH DAKOTA	66.50	23.77	6.56	0.62	0.64	0.79	0.98	0.14
TENNESSEE	44.47	34.41	18.52	0.80	0.25	0.17	0.04	1.34
TEXAS	27.37	52.22	18.62	0.63	0.03	0.08	0.01	1.05
UTAH	43.66	30.53	21.23	4.03	0.00	0.09	0.00	0.47
VERMONT	81.63	8.19	4.42	1.56	1.70	0.27	1.29	0.95
VIRGINIA	39.25	32.49	25.40	1.07	0.64	0.60	0.26	0.29
WASHINGTON	52.36	32.26	14.14	0.50	0.27	0.26	0.01	0.21
WEST VIRGINIA	47.63	36.45	14.92	0.24	0.01	0.28	0.03	0.43
WISCONSIN	39.87	41.25	17.14	1.02	0.09	0.35	0.06	0.22
WYOMING	54.18	35.07	8.54	0.35	0.24	0.80	0.55	0.27
AMERICAN SAMOA	50.00	39.16	10.08	.	.	.	.	0.76
GUAM	35.55	36.02	28.01	0.16	0.00	0.05	0.21	0.00
NORTHERN MARIANAS	79.67	17.26	1.65	0.00	0.00	0.47	0.00	0.95
PALAU	44.95	31.19	22.94	0.00	0.00	0.00	0.00	0.92
VIRGIN ISLANDS	32.18	25.93	40.00	0.00	0.00	0.00	1.32	0.57
BUR. OF INDIAN AFFAIRS	60.83	29.14	8.88	0.37	0.10	0.03	0.52	0.13
U.S. AND OUTLYING AREAS	47.43	28.44	20.07	1.85	1.06	0.39	0.29	0.47
50 STATES, D.C. & P.R.	47.42	28.44	20.07	1.86	1.06	0.39	0.29	0.48

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

SPECIFIC LEARNING DISABILITIES

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	18.595	20.211	1.845	49	3	10	56	38
ALASKA	5.433	3.515	370	40	2	1	10	3
ARIZONA	20.369	21.424	4.927	58	64	0	14	31
ARKANSAS	8.621	12,328	1.342	0	40	0	35	62
CALIFORNIA	165.694	99.470	70.857	608	2,128	0	151	987
COLORADO	25.781	6.257	1.195	132	44	74	104	62
CONNECTICUT	21.327	8.445	3.942	115	353	9	115	20
DELAWARE	2.408	5.987	470	156	1	35	9	12
DISTRICT OF COLUMBIA	972	1.730	733	141	592	0	12	0
FLORIDA	59.478	64.507	26.290	284	378	244	9	50
GEORGIA	17.901	20.815	6.268	10	2	87	0	14
HAWAII	1.920	6.152	1.327	21	17	0	27	35
IDAHO	9.948	3.881	242	31	14	3	22	9
ILLINOIS	32.496	60.389	34.000	583	228	118	11	57
INDIANA	32.460	14.726	9.068	32	1	191	21	185
IOWA	16.434	12,783	2.697	224	.	107	75	30
KANSAS	13.510	7.437	1.246	28	21	28	8	34
KENTUCKY	9.436	10.224	1.877	54	3	61	23	70
LOUISIANA	7.217	18.250	11.883	5	19	202	0	144
MAINE	7.101	5.321	631	7	10	0	10	18
MARYLAND	21.678	14.051	9.587	91	300	8	9	132
MASSACHUSETTS	69.402	15.055	8.199	472	666	72	127	52
MICHIGAN	41.515	33.131	14.609	576	.	16	13	108
MINNESOTA	28.370	9.777	884	404	33	69	49	23
MISSISSIPPI	8.828	13.035	5.854	33	12	6	6	119
MISSOURI	32.600	26.378	5.448	160	52	0	6	119
MONTANA	4.939	4.125	486	14	8	2	17	5
NEBRASKA	9.981	5.999	782	29	13	30	13	21
NEVADA	8.021	9.259	1.636	26	3	0	6	27
NEW HAMPSHIRE	10.391	1.802	225	2	101	19	69	5
NEW JERSEY	39.886	39.262	26.069	1,258	1,804	20	7	345
NEW MEXICO	10,738	9.863	7,689	87	0	18	6	104
NEW YORK	109.614	32.371	64,317	1,624	1,120	90	480	234
NORTH CAROLINA	43.383	16.531	3.620	67	17	47	0	10
NORTH DAKOTA	4.953	609	24	4	6	6	5	2
OHIO	68.455	10.954	1.502	99	0	262	0	177
OKLAHOMA	20.147	19.295	2,027	97	15	66	17	59
OREGON	26.401	5.758	639	194	149	70	18	59
PENNSYLVANIA	32.201	58.254	20.551	343	0	215	1	63
PUERTO RICO	14.922	5.946	2.621	344	201	22	1	30
RHODE ISLAND	7.175	3.446	3.920	13	79	6	25	35
SOUTH CAROLINA	7.764	23.979	7,022	6	34	1	5	109
SOUTH DAKOTA	4.904	1.961	99	16	2	7	6	2
TENNESSEE	24.228	26.727	6.095	64	39	7	8	332
TEXAS	46,789	181.895	34.817	343	2	8	2	469
UTAH	11.980	12.199	4.428	135	0	0	0	50
VERMONT	4,101	372	53	22	33	1	20	9
VIRGINIA	22.398	32.585	12.151	68	110	163	32	97
WASHINGTON	25,210	20.219	3.588	76	30	8	0	35
WEST VIRGINIA	8.509	9.725	1.586	4	0	7	2	43
WISCONSIN	16,927	28.233	3.357	94	13	9	6	36
WYOMING	3.146	2.629	202	5	6	10	16	10
AMERICAN SAMOA	232	164	0	.	.	.	.	0
GUAM	441	560	447	1	0	1	2	0
NORTHERN MARIANAS	261	37	0	0	0	0	0	0
PALAU	38	26	9	0	0	0	0	0
VIRGIN ISLANDS	229	409	8	0	0	0	1	1
BUR. OF INDIAN AFFAIRS	1.919	1.325	333	.	1	1	1	3
U.S. AND OUTLYING AREAS	1.269.777	1.081.798	436.094	9.349	8,769	2,437	1,688	4,786
50 STATES, D.C. & P.R.	1.266.657	1.079.277	435.297	9.348	8.768	2.435	1,684	4,782

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

SPECIFIC LEARNING DISABILITIES

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	45.57	49.53	4.52	0.12	0.01	0.02	0.14	0.09
ALASKA	57.96	37.50	3.95	0.43	0.02	0.01	0.11	0.03
ARIZONA	43.44	45.69	10.51	0.12	0.14	0.00	0.03	0.07
ARKANSAS	38.44	54.97	5.98	0.00	0.18	0.00	0.16	0.28
CALIFORNIA	48.75	29.26	20.85	0.18	0.63	0.00	0.04	0.29
COLORADO	76.62	18.59	3.55	0.39	0.13	0.22	0.31	0.18
CONNECTICUT	62.13	24.60	11.48	0.34	1.03	0.03	0.34	0.06
DELAWARE	26.53	65.95	5.18	1.72	0.01	0.39	0.10	0.13
DISTRICT OF COLUMBIA	23.25	41.39	17.54	3.37	14.16	0.00	0.29	0.00
FLORIDA	39.33	42.65	17.38	0.19	0.25	0.16	0.01	0.03
GEORGIA	39.69	46.16	13.90	0.02	0.00	0.19	0.00	0.03
HAWAII	20.21	64.76	13.97	0.22	0.18	0.00	0.28	0.37
IDAHO	70.30	27.43	1.71	0.22	0.10	0.02	0.16	0.06
ILLINOIS	25.41	47.22	26.59	0.46	0.18	0.09	0.01	0.04
INDIANA	57.26	25.98	16.00	0.06	0.00	0.34	0.04	0.33
IOWA	50.80	39.51	8.34	0.69	.	0.33	0.23	0.09
KANSAS	60.55	33.33	5.58	0.13	0.09	0.13	0.04	0.15
KENTUCKY	43.39	47.01	8.63	0.25	0.01	0.28	0.11	0.32
LOUISIANA	19.13	48.38	31.50	0.01	0.05	0.54	0.00	0.38
MAINE	54.21	40.62	4.82	0.05	0.08	0.00	0.08	0.14
MARYLAND	47.27	30.64	20.91	0.20	0.65	0.02	0.02	0.29
MASSACHUSETTS	73.80	16.01	8.72	0.50	0.71	0.08	0.14	0.06
MICHIGAN	46.14	36.83	16.24	0.64	.	0.02	0.01	0.12
MINNESOTA	71.63	24.68	2.23	1.02	0.08	0.17	0.12	0.06
MISSISSIPPI	31.65	46.73	20.99	0.12	0.04	0.02	0.02	0.43
MISSOURI	50.34	40.73	8.41	0.25	0.08	0.00	0.01	0.18
MONTANA	51.47	42.99	5.06	0.15	0.08	0.02	0.18	0.05
NEBRASKA	59.17	35.56	4.64	0.17	0.08	0.18	0.08	0.12
NEVADA	42.26	48.79	8.62	0.14	0.02	0.00	0.03	0.14
NEW HAMPSHIRE	82.38	14.29	1.78	0.02	0.80	0.15	0.55	0.04
NEW JERSEY	36.71	36.14	23.99	1.16	1.66	0.02	0.01	0.32
NEW MEXICO	37.67	34.60	26.97	0.31	0.00	0.06	0.02	0.36
NEW YORK	52.23	15.43	30.65	0.77	0.53	0.04	0.23	0.11
NORTH CAROLINA	68.13	25.96	5.69	0.11	0.03	0.07	0.00	0.02
NORTH DAKOTA	88.30	10.86	0.43	0.07	0.11	0.11	0.09	0.04
OHIO	84.05	13.45	1.84	0.12	0.00	0.32	0.00	0.22
OKLAHOMA	48.29	46.25	4.86	0.23	0.04	0.16	0.04	0.14
OREGON	79.31	17.30	1.92	0.58	0.45	0.21	0.05	0.18
PENNSYLVANIA	28.85	52.19	18.41	0.31	0.00	0.19	0.00	0.06
PUERTO RICO	61.95	24.69	10.88	1.43	0.83	0.09	0.00	0.12
RHODE ISLAND	48.81	23.44	26.67	0.09	0.54	0.04	0.17	0.24
SOUTH CAROLINA	19.95	61.61	18.04	0.02	0.09	0.00	0.01	0.28
SOUTH DAKOTA	70.09	28.03	1.41	0.23	0.03	0.10	0.09	0.03
TENNESSEE	42.14	46.48	10.60	0.11	0.07	0.01	0.01	0.58
TEXAS	17.70	68.81	13.17	0.13	0.00	0.00	0.00	0.18
UTAH	41.61	42.37	15.38	0.47	0.00	0.00	0.00	0.17
VERMONT	88.94	8.07	1.15	0.48	0.72	0.02	0.43	0.20
VIRGINIA	33.13	48.20	17.97	0.10	0.16	0.24	0.05	0.14
WASHINGTON	51.28	41.12	7.30	0.15	0.06	0.02	0.00	0.07
WEST VIRGINIA	42.81	48.93	7.98	0.02	0.00	0.04	0.01	0.22
WISCONSIN	34.78	58.00	6.90	0.19	0.03	0.02	0.01	0.07
WYOMING	52.22	43.64	3.35	0.08	0.10	0.17	0.27	0.17
AMERICAN SAMOA	58.59	41.41	0.00	.	.	.	.	0.00
GUAM	30.37	38.57	30.79	0.07	0.00	0.07	0.14	0.00
NORTHERN MARIANAS	87.58	12.42	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	52.05	35.62	12.33	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	35.34	63.12	1.23	0.00	0.00	0.00	0.15	0.15
BUR. OF INDIAN AFFAIRS	53.56	36.98	9.29	.	0.03	0.03	0.03	0.08
U.S. AND OUTLYING AREAS	45.11	38.43	15.49	0.33	0.31	0.09	0.06	0.17
50 STATES, D.C. & P.R.	45.10	38.43	15.50	0.33	0.31	0.09	0.06	0.17

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	15,250	583	97	4	.	.	1	11
ALASKA	3,036	225	44	0	0	1	1	1
ARIZONA	12,800	1,093	249	1	1	0	0	3
ARKANSAS	7,853	728	152	0	20	0	0	1
CALIFORNIA	107,229	6,511	7,558	105	111	0	8	56
COLORADO	11,096	860	205	18	5	0	6	12
CONNECTICUT	9,620	1,880	809	17	39	2	7	4
DELAWARE	1,222	389	4	0	5	1	0	0
DISTRICT OF COLUMBIA	81	179	34	0	53	0	0	0
FLORIDA	67,588	2,562	2,415	31	58	55	0	4
GEORGIA	23,751	5,764	348	6	2	21	1	1
HAWAII	358	1,738	148	1	0	0	1	1
IDAHO	3,285	387	47	10	29	1	0	0
ILLINOIS	51,246	1,161	2,169	95	7	9	1	3
INDIANA	35,112	49	24	0	0	3	1	8
IOWA	5,564	304	49	9	.	1	2	20
KANSAS	10,803	429	118	2	5	0	0	3
KENTUCKY	17,700	143	28	1	6	5	3	6
LOUISIANA	15,362	1,387	510	0	3	11	0	8
MAINE	5,577	1,447	303	3	11	0	1	8
MARYLAND	18,005	3,867	3,729	103	68	1	4	28
MASSACHUSETTS	22,724	1,402	1,701	48	129	.	51	42
MICHIGAN	35,993	1,041	494	283	.	17	2	211
MINNESOTA	14,897	761	98	76	8	0	31	16
MISSISSIPPI	15,413	235	97	7	91	0	0	6
MISSOURI	20,655	3,600	596	23	6	0	1	1
MONTANA	3,176	72	41	1	0	0	0	2
NEBRASKA	8,861	775	608	179	39	13	0	39
NEVADA	4,816	58	161	0	1	0	0	0
NEW HAMPSHIRE	4,373	747	121	2	32	1	14	1
NEW JERSEY	41,777	1,717	2,240	135	187	0	0	14
NEW MEXICO	5,686	1,493	1,563	4	0	2	1	11
NEW YORK	33,374	5,401	15,541	329	280	3	101	22
NORTH CAROLINA	26,634	144	216	2	19	3	5	1
NORTH DAKOTA	3,141	147	69	6	4	0	0	3
OHIO	42,238	0	0	0	0	0	0	0
OKLAHOMA	12,531	1,354	82	0	12	1	0	2
OREGON	14,261	905	334	47	53	8	3	13
PENNSYLVANIA	31,023	5,296	396	21	0	0	0	16
PUERTO RICO	4,152	1,391	154	0	82	0	0	8
RHODE ISLAND	3,579	601	404	1	12	0	1	3
SOUTH CAROLINA	19,437	462	32	1	58	0	4	2
SOUTH DAKOTA	3,110	89	4	0	1	1	0	1
TENNESSEE	20,691	3,223	1,007	10	4	0	1	20
TEXAS	61,796	5,492	1,010	8	2	0	0	26
UTAH	7,045	881	623	4	0	0	0	2
VERMONT	1,588	160	67	8	10	0	6	14
VIRGINIA	23,808	241	247	13	24	3	4	36
WASHINGTON	15,833	347	187	1	14	0	0	11
WEST VIRGINIA	9,967	780	31	1	0	0	0	11
WISCONSIN	15,558	649	838	24	19	1	3	9
WYOMING	2,317	416	45	0	13	2	2	2
AMERICAN SAMOA	20	0	0	.	.	.	.	0
GUAM	149	25	3	1	0	0	1	0
NORTHERN MARIANAS	7	0	0	0	0	0	0	0
PALAU	2	3	2	0	0	0	0	1
VIRGIN ISLANDS	206	0	82	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1,243	29	9	6	.	.	.	.
U.S. AND OUTLYING AREAS	954,619	71,623	48,143	1,647	1,523	166	268	724
50 STATES, D.C. & P.R.	952,992	71,566	48,047	1,640	1,523	166	267	723

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	95.64	3.66	0.61	0.03	.	.	0.01	0.07
ALASKA	91.78	6.80	1.33	0.00	0.00	0.03	0.03	0.03
ARIZONA	90.48	7.73	1.76	0.01	0.01	0.00	0.00	0.02
ARKANSAS	89.71	8.32	1.74	0.00	0.23	0.00	0.00	0.01
CALIFORNIA	88.20	5.36	6.22	0.09	0.09	0.00	0.01	0.05
COLORADO	90.94	7.05	1.68	0.15	0.04	0.00	0.05	0.10
CONNECTICUT	77.72	15.19	6.54	0.14	0.32	0.02	0.06	0.03
DELAWARE	75.39	24.00	0.25	0.00	0.31	0.06	0.00	0.00
DISTRICT OF COLUMBIA	23.34	51.59	9.80	0.00	15.27	0.00	0.00	0.00
FLORIDA	92.95	3.52	3.32	0.04	0.08	0.08	0.00	0.01
GEORGIA	79.45	19.28	1.16	0.02	0.01	0.07	0.00	0.00
HAWAII	15.93	77.35	6.59	0.04	0.00	0.00	0.04	0.04
IDAHO	87.39	10.30	1.25	0.27	0.77	0.03	0.00	0.00
ILLINOIS	93.70	2.12	3.97	0.17	0.01	0.02	0.00	0.01
INDIANA	99.76	0.14	0.07	0.00	0.00	0.01	0.00	0.02
IOWA	93.53	5.11	0.82	0.15	.	0.02	0.03	0.34
KANSAS	95.10	3.78	1.04	0.02	0.04	0.00	0.00	0.03
KENTUCKY	98.93	0.80	0.16	0.01	0.03	0.03	0.02	0.03
LOUISIANA	88.90	8.03	2.95	0.00	0.02	0.06	0.00	0.05
MAINE	75.88	19.69	4.12	0.04	0.15	0.00	0.01	0.11
MARYLAND	69.77	14.99	14.45	0.40	0.26	0.00	0.02	0.11
MASSACHUSETTS	87.08	5.37	6.52	0.18	0.49	.	0.20	0.16
MICHIGAN	94.62	2.74	1.30	0.74	.	0.04	0.01	0.55
MINNESOTA	93.77	4.79	0.62	0.48	0.05	0.00	0.20	0.10
MISSISSIPPI	97.25	1.48	0.61	0.04	0.57	0.00	0.00	0.04
MISSOURI	83.01	14.47	2.40	0.09	0.02	0.00	0.00	0.00
MONTANA	96.48	2.19	1.25	0.03	0.00	0.00	0.00	0.06
NEBRASKA	84.28	7.37	5.78	1.70	0.37	0.12	0.00	0.37
NEVADA	95.63	1.15	3.20	0.00	0.02	0.00	0.00	0.00
NEW HAMPSHIRE	82.65	14.12	2.29	0.04	0.60	0.02	0.26	0.02
NEW JERSEY	90.68	3.73	4.86	0.29	0.41	0.00	0.00	0.03
NEW MEXICO	64.91	17.04	17.84	0.05	0.00	0.02	0.01	0.13
NEW YORK	60.62	9.81	28.23	0.60	0.51	0.01	0.18	0.04
NORTH CAROLINA	98.56	0.53	0.80	0.01	0.07	0.01	0.02	0.00
NORTH DAKOTA	93.20	4.36	2.05	0.18	0.12	0.00	0.00	0.09
OHIO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	89.62	9.68	0.59	0.00	0.09	0.01	0.00	0.01
OREGON	91.28	5.79	2.14	0.30	0.34	0.05	0.02	0.08
PENNSYLVANIA	84.41	14.41	1.08	0.06	0.00	0.00	0.00	0.04
PUERTO RICO	71.75	24.04	2.66	0.00	1.42	0.00	0.00	0.14
RHODE ISLAND	77.79	13.06	8.78	0.02	0.26	0.00	0.02	0.07
SOUTH CAROLINA	97.20	2.31	0.16	0.01	0.29	0.00	0.02	0.01
SOUTH DAKOTA	97.01	2.78	0.12	0.00	0.03	0.03	0.00	0.03
TENNESSEE	82.91	12.91	4.04	0.04	0.02	0.00	0.00	0.08
TEXAS	90.43	8.04	1.48	0.01	0.00	0.00	0.00	0.04
UTAH	82.35	10.30	7.28	0.05	0.00	0.00	0.00	0.02
VERMONT	85.70	8.63	3.62	0.43	0.54	0.00	0.32	0.76
VIRGINIA	97.67	0.99	1.01	0.05	0.10	0.01	0.02	0.15
WASHINGTON	96.58	2.12	1.14	0.01	0.09	0.00	0.00	0.07
WEST VIRGINIA	92.37	7.23	0.29	0.01	0.00	0.00	0.00	0.10
WISCONSIN	90.98	3.80	4.90	0.14	0.11	0.01	0.02	0.05
WYOMING	82.84	14.87	1.61	0.00	0.46	0.07	0.07	0.07
AMERICAN SAMOA	100.00	0.00	0.00	.	.	.	.	0.00
GUAM	83.24	13.97	1.68	0.56	0.00	0.00	0.56	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	25.00	37.50	25.00	0.00	0.00	0.00	0.00	12.50
VIRGIN ISLANDS	71.53	0.00	28.47	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	96.58	2.25	0.70	0.47	.	.	.	.
U.S. AND OUTLYING AREAS	88.50	6.64	4.46	0.15	0.14	0.02	0.02	0.07
50 STATES, D.C. & P.R.	88.49	6.65	4.46	0.15	0.14	0.02	0.02	0.07

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

MENTAL RETARDATION

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	2,747	10,747	8,106	513	40	12	65	36
ALASKA	137	253	380	6	0	0	1	0
ARIZONA	477	1,428	4,579	190	92	0	6	18
ARKANSAS	1,153	6,267	4,174	11	185	0	140	40
CALIFORNIA	2,066	4,244	23,573	1,721	636	0	51	430
COLORADO	1,133	834	1,255	47	3	4	5	17
CONNECTICUT	365	888	2,452	204	119	8	39	3
DELAWARE	135	1,136	505	172	0	7	18	5
DISTRICT OF COLUMBIA	20	528	486	277	205	0	30	0
FLORIDA	7,753	6,472	21,492	1,530	106	77	1	30
GEORGIA	1,591	7,852	19,486	195	0	249	5	50
HAWAII	260	1,365	1,100	11	1	0	14	8
IDAHO	662	1,013	701	17	11	2	2	6
ILLINOIS	1,762	1,253	19,275	2,759	1,208	37	117	30
INDIANA	3,346	3,357	14,223	196	2	62	62	93
IOWA	4,757	5,703	3,905	408	.	51	26	18
KANSAS	1,125	1,764	2,489	101	31	27	45	8
KENTUCKY	3,804	8,601	5,525	81	2	24	16	136
LOUISIANA	1,270	1,752	9,245	278	56	179	0	107
MAINE	81	389	650	6	23	0	2	1
MARYLAND	494	1,010	3,813	930	157	7	21	13
MASSACHUSETTS	3,231	2,812	6,196	226	469	.	161	38
MICHIGAN	4,184	3,949	11,945	2,772	.	7	5	31
MINNESOTA	1,861	4,183	3,289	791	14	24	9	27
MISSISSIPPI	465	2,135	3,876	63	1	80	12	59
MISSOURI	763	3,234	6,729	1,746	83	0	4	75
MONTANA	217	435	510	1	2	0	2	4
NEBRASKA	1,429	2,725	1,710	82	24	14	23	23
NEVADA	113	478	834	218	0	0	1	4
NEW HAMPSHIRE	556	244	124	0	33	3	21	0
NEW JERSEY	147	405	2,475	956	626	1	6	30
NEW MEXICO	373	240	1,450	4	3	2	0	14
NEW YORK	1,384	1,419	10,342	2,650	498	30	181	86
NORTH CAROLINA	3,983	9,556	13,276	895	170	27	30	2
NORTH DAKOTA	393	528	266	5	2	5	9	9
OHIO	14,393	31,333	4,266	181	0	214	0	148
OKLAHOMA	1,056	4,185	3,941	42	4	31	9	25
OREGON	1,210	1,085	1,560	121	20	9	47	21
PENNSYLVANIA	1,802	9,178	15,258	1,436	182	52	37	61
PUERTO RICO	3,791	1,603	6,390	1,065	141	30	23	179
RHODE ISLAND	26	65	930	1	97	0	17	2
SOUTH CAROLINA	1,108	4,713	11,244	359	10	49	21	111
SOUTH DAKOTA	265	712	350	11	33	19	23	0
TENNESSEE	1,123	5,471	8,942	189	58	12	8	83
TEXAS	342	4,711	18,452	734	32	68	7	99
UTAH	171	425	2,454	280	0	0	0	8
VERMONT	872	187	173	15	18	4	10	15
VIRGINIA	299	3,218	10,666	165	69	91	39	58
WASHINGTON	1,079	2,809	3,376	49	21	0	1	10
WEST VIRGINIA	782	4,077	3,992	38	1	4	3	58
WISCONSIN	838	4,302	7,109	391	5	53	5	48
WYOMING	58	274	314	6	0	20	5	5
AMERICAN SAMOA	7	23	26	.	.	.	.	0
GUAM	7	34	44	0	0	0	0	0
NORTHERN MARIANAS	16	14	0	0	0	2	0	0
PALAU	0	1	4	0	0	0	0	0
VIRGIN ISLANDS	46	0	406	0	0	0	2	1
BUR. OF INDIAN AFFAIRS	110	158	73	11	.	1	.	.
U.S. AND OUTLYING AREAS	83,638	177,777	310,406	25,156	5,493	1,598	1,387	2,383
50 STATES, D.C. & P.R.	83,452	177,547	309,853	25,145	5,493	1,595	1,385	2,382

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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

MENTAL RETARDATION

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	12.34	48.27	36.41	2.30	0.18	0.05	0.29	0.16
ALASKA	17.63	32.56	48.91	0.77	0.00	0.00	0.13	0.00
ARIZONA	7.03	21.03	67.44	2.80	1.35	0.00	0.09	0.27
ARKANSAS	9.63	52.36	34.87	0.09	1.55	0.00	1.17	0.33
CALIFORNIA	6.31	12.97	72.04	5.26	1.94	0.00	0.16	1.31
COLORADO	34.35	25.29	38.05	1.43	0.09	0.12	0.15	0.52
CONNECTICUT	8.95	21.78	60.13	5.00	2.92	0.20	0.96	0.07
DELAWARE	6.83	57.43	25.53	8.70	0.00	0.35	0.91	0.25
DISTRICT OF COLUMBIA	1.29	34.15	31.44	17.92	13.26	0.00	1.94	0.00
FLORIDA	20.70	17.28	57.37	4.08	0.28	0.21	0.00	0.08
GEORGIA	5.41	26.68	66.22	0.66	0.00	0.85	0.02	0.17
HAWAII	9.42	49.47	39.87	0.40	0.04	0.00	0.51	0.29
IDAHO	27.42	41.96	29.04	0.70	0.46	0.08	0.08	0.25
ILLINOIS	6.66	4.74	72.90	10.43	4.57	0.14	0.44	0.11
INDIANA	15.68	15.73	66.65	0.92	0.01	0.29	0.29	0.44
IOWA	31.99	38.36	26.26	2.74	.	0.34	0.17	0.12
KANSAS	20.13	31.56	44.53	1.81	0.55	0.48	0.81	0.14
KENTUCKY	20.91	47.29	30.38	0.45	0.01	0.13	0.09	0.75
LOUISIANA	9.85	13.60	71.74	2.16	0.43	1.39	0.00	0.83
MAINE	7.03	33.77	56.42	0.52	2.00	0.00	0.17	0.09
MARYLAND	7.66	15.67	59.16	14.43	2.44	0.11	0.33	0.20
MASSACHUSETTS	24.60	21.41	47.18	1.72	3.57	.	1.23	0.29
MICHIGAN	18.28	17.25	52.18	12.11	.	0.03	0.02	0.14
MINNESOTA	18.25	41.02	32.25	7.76	0.14	0.24	0.09	0.26
MISSISSIPPI	6.95	31.91	57.93	0.94	0.01	1.20	0.18	0.88
MISSOURI	6.04	25.60	53.26	13.82	0.66	0.00	0.03	0.59
MONTANA	18.53	37.15	43.55	0.09	0.17	0.00	0.17	0.34
NEBRASKA	23.70	45.19	28.36	1.36	0.40	0.23	0.38	0.38
NEVADA	6.86	29.00	50.61	13.23	0.00	0.00	0.06	0.24
NEW HAMPSHIRE	56.68	24.87	12.64	0.00	3.36	0.31	2.14	0.00
NEW JERSEY	3.16	8.72	53.27	20.58	13.47	0.02	0.13	0.65
NEW MEXICO	17.88	11.51	69.51	0.19	0.14	0.10	0.00	0.67
NEW YORK	8.34	8.55	62.34	15.97	3.00	0.18	1.09	0.52
NORTH CAROLINA	14.26	34.20	47.52	3.20	0.61	0.10	0.11	0.01
NORTH DAKOTA	32.29	43.39	21.86	0.41	0.16	0.41	0.74	0.74
OHIO	28.48	62.00	8.44	0.36	0.00	0.42	0.00	0.29
OKLAHOMA	11.36	45.03	42.41	0.45	0.04	0.33	0.10	0.27
OREGON	29.71	26.64	38.30	2.97	0.49	0.22	1.15	0.52
PENNSYLVANIA	6.43	32.77	54.48	5.13	0.65	0.19	0.13	0.22
PUERTO RICO	28.67	12.12	48.33	8.05	1.07	0.23	0.17	1.35
RHODE ISLAND	2.28	5.71	81.72	0.09	8.52	0.00	1.49	0.18
SOUTH CAROLINA	6.29	26.76	63.83	2.04	0.06	0.28	0.12	0.63
SOUTH DAKOTA	18.75	50.39	24.77	0.78	2.34	1.34	1.63	0.00
TENNESSEE	7.07	34.44	56.29	1.19	0.37	0.08	0.05	0.52
TEXAS	1.40	19.27	75.48	3.00	0.13	0.28	0.03	0.40
UTAH	5.12	12.73	73.52	8.39	0.00	0.00	0.00	0.24
VERMONT	67.39	14.45	13.37	1.16	1.39	0.31	0.77	1.16
VIRGINIA	2.05	22.03	73.03	1.13	0.47	0.62	0.27	0.40
WASHINGTON	14.69	38.24	45.96	0.67	0.29	0.00	0.01	0.14
WEST VIRGINIA	8.73	45.53	44.58	0.42	0.01	0.04	0.03	0.65
WISCONSIN	6.57	33.74	55.75	3.07	0.04	0.42	0.04	0.38
WYOMING	8.50	40.18	46.04	0.88	0.00	2.93	0.73	0.73
AMERICAN SAMOA	12.50	41.07	46.43	.	.	.	.	0.00
GUAM	8.24	40.00	51.76	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	43.75	0.00	0.00	0.00	6.25	0.00	0.00
PALAU	0.00	20.00	80.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	10.11	0.00	89.23	0.00	0.00	0.00	0.44	0.22
BUR. OF INDIAN AFFAIRS	31.16	44.76	20.68	3.12	.	0.28	.	.
U.S. AND OUTLYING AREAS	13.76	29.25	51.07	4.14	0.90	0.26	0.23	0.39
50 STATES, D.C. & P.R.	13.75	29.26	51.06	4.14	0.91	0.26	0.23	0.39

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

EMOTIONAL DISTURBANCE

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	2,168	1,988	1,031	124	22	37	210	61
ALASKA	224	253	127	186	8	2	11	1
ARIZONA	1,266	1,198	2,004	363	399	0	64	37
ARKANSAS	63	125	174	0	30	0	27	14
CALIFORNIA	2,573	2,121	7,231	932	6,011	0	1,091	437
COLORADO	4,211	1,292	1,501	417	201	139	683	220
CONNECTICUT	2,436	1,362	2,506	313	872	48	406	37
DELAWARE	88	277	98	104	1	21	19	3
DISTRICT OF COLUMBIA	29	136	829	147	584	0	42	0
FLORIDA	12,652	7,511	13,131	648	689	351	7	61
GEORGIA	5,212	8,085	8,110	670	3	422	71	20
HAWAII	645	1,150	601	54	19	0	36	89
IDAHO	258	167	120	64	21	8	6	17
ILLINOIS	3,821	5,414	11,249	5,321	3,118	253	439	58
INDIANA	3,411	1,149	5,126	269	9	297	203	205
IOWA	3,154	2,672	2,367	762	.	239	122	33
KANSAS	1,779	1,198	868	364	93	66	38	34
KENTUCKY	1,079	1,359	2,252	245	11	238	142	146
LOUISIANA	647	1,128	3,316	164	0	336	0	106
MAINE	1,287	1,271	932	85	191	1	191	42
MARYLAND	1,458	930	3,059	812	1,645	147	168	80
MASSACHUSETTS	2,605	1,051	3,675	1,762	2,632	122	304	123
MICHIGAN	8,217	3,792	4,524	1,547	.	27	51	47
MINNESOTA	9,071	3,389	2,080	2,223	170	335	313	100
MISSISSIPPI	71	109	196	9	22	14	18	29
MISSOURI	3,205	2,632	2,688	476	518	0	21	107
MONTANA	385	231	253	80	15	16	68	9
NEBRASKA	1,152	781	964	79	41	4	25	14
NEVADA	502	456	461	122	0	0	1	14
NEW HAMPSHIRE	1,421	261	72	12	199	43	219	7
NEW JERSEY	2,130	1,924	3,400	1,198	3,296	70	29	356
NEW MEXICO	1,084	414	1,548	90	0	139	43	49
NEW YORK	8,119	3,393	19,399	6,728	2,410	2,054	2,577	944
NORTH CAROLINA	2,793	2,100	4,163	364	29	98	2	40
NORTH DAKOTA	497	264	72	7	8	15	35	2
OHIO	3,239	4,606	2,174	2,901	0	329	0	460
OKLAHOMA	722	1,119	1,518	57	5	58	18	69
OREGON	1,883	447	821	381	367	109	87	61
PENNSYLVANIA	2,650	5,209	6,979	1,470	1,807	1,175	83	165
PUERTO RICO	276	123	350	15	3	3	1	39
RHODE ISLAND	485	316	759	1	269	113	224	28
SOUTH CAROLINA	640	2,103	2,747	208	48	95	22	96
SOUTH DAKOTA	226	109	142	27	11	9	32	3
TENNESSEE	799	833	1,414	151	40	33	18	94
TEXAS	4,762	16,005	12,588	878	58	4	9	1,320
UTAH	1,458	1,040	1,411	130	0	0	0	104
VERMONT	1,244	120	132	117	103	24	76	39
VIRGINIA	2,261	3,010	5,326	916	580	318	218	93
WASHINGTON	1,745	1,647	1,376	189	63	5	6	25
WEST VIRGINIA	696	710	693	12	3	13	7	56
WISCONSIN	4,397	6,741	4,006	404	41	129	45	82
WYOMING	246	329	251	24	1	0	36	6
AMERICAN SAMOA	0	10	2	.	.	.	.	0
GUAM	2	7	2	0	0	0	0	0
NORTHERN MARIANAS	3	1	0	0	0	0	0	0
PALAU	1	0	1	0	0	0	0	0
VIRGIN ISLANDS	5	0	39	0	0	0	13	1
BUR. OF INDIAN AFFAIRS	178	102	67	.	5	.	13	3
U.S. AND OUTLYING AREAS	117,631	106,170	152,925	34,622	26,671	7,959	8,590	6,286
50 STATES, D.C. & P.R.	117,442	106,050	152,814	34,622	26,666	7,959	8,564	6,282

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

EMOTIONAL DISTURBANCE

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	38.43	35.24	18.28	2.20	0.39	0.66	3.72	1.08
ALASKA	27.59	31.16	15.64	22.91	0.99	0.25	1.35	0.12
ARIZONA	23.75	22.47	37.59	6.81	7.48	0.00	1.20	0.69
ARKANSAS	14.55	28.87	40.18	0.00	6.93	0.00	6.24	3.23
CALIFORNIA	12.62	10.40	35.45	4.57	29.47	0.00	5.35	2.14
COLORADO	48.60	14.91	17.32	4.81	2.32	1.60	7.88	2.54
CONNECTICUT	30.53	17.07	31.40	3.92	10.93	0.60	5.09	0.46
DELAWARE	14.40	45.34	16.04	17.02	0.16	3.44	3.11	0.49
DISTRICT OF COLUMBIA	1.64	7.70	46.92	8.32	33.05	0.00	2.38	0.00
FLORIDA	36.10	21.43	37.46	1.85	1.97	1.00	0.02	0.17
GEORGIA	23.07	35.79	35.90	2.97	0.01	1.87	0.31	0.09
HAWAII	24.87	44.33	23.17	2.08	0.73	0.00	1.39	3.43
IDAHO	39.03	25.26	18.15	9.68	3.18	1.21	0.91	2.57
ILLINOIS	12.88	18.25	37.91	17.93	10.51	0.85	1.48	0.20
INDIANA	31.97	10.77	48.05	2.52	0.08	2.78	1.90	1.92
IOWA	33.74	28.58	25.32	8.15	.	2.56	1.30	0.35
KANSAS	40.07	26.98	19.55	8.20	2.09	1.49	0.86	0.77
KENTUCKY	19.72	24.84	41.15	4.48	0.20	4.35	2.60	2.67
LOUISIANA	11.36	19.80	58.21	2.88	0.00	5.90	0.00	1.86
MAINE	32.18	31.78	23.30	2.13	4.78	0.03	4.78	1.05
MARYLAND	17.57	11.21	36.86	9.78	19.82	1.77	2.02	0.96
MASSACHUSETTS	21.22	8.56	29.94	14.36	21.44	0.99	2.48	1.00
MICHIGAN	45.14	20.83	24.85	8.50	.	0.15	0.28	0.26
MINNESOTA	51.30	19.17	11.76	12.57	0.96	1.89	1.77	0.57
MISSISSIPPI	15.17	23.29	41.88	1.92	4.70	2.99	3.85	6.20
MISSOURI	33.22	27.28	27.86	4.93	5.37	0.00	0.22	1.11
MONTANA	36.42	21.85	23.94	7.57	1.42	1.51	6.43	0.85
NEBRASKA	37.65	25.52	31.50	2.58	1.34	0.13	0.82	0.46
NEVADA	32.26	29.31	29.63	7.84	0.00	0.00	0.06	0.90
NEW HAMPSHIRE	63.61	11.68	3.22	0.54	8.91	1.92	9.80	0.31
NEW JERSEY	17.17	15.51	27.41	9.66	26.57	0.56	0.23	2.87
NEW MEXICO	32.19	12.30	45.98	2.67	0.00	4.13	1.28	1.46
NEW YORK	17.80	7.44	42.52	14.75	5.28	4.50	5.65	2.07
NORTH CAROLINA	29.13	21.90	43.41	3.80	0.30	1.02	0.02	0.42
NORTH DAKOTA	55.22	29.33	8.00	0.78	0.89	1.67	3.89	0.22
OHIO	23.63	33.60	15.86	21.16	0.00	2.40	0.00	3.36
OKLAHOMA	20.25	31.38	42.57	1.60	0.14	1.63	0.50	1.93
OREGON	45.31	10.76	19.75	9.17	8.83	2.62	2.09	1.47
PENNSYLVANIA	13.56	26.66	35.72	7.52	9.25	6.01	0.42	0.84
PUERTO RICO	34.07	15.19	43.21	1.85	0.37	0.37	0.12	4.81
RHODE ISLAND	22.10	14.40	34.58	0.05	12.26	5.15	10.21	1.28
SOUTH CAROLINA	10.74	35.29	46.10	3.49	0.81	1.59	0.37	1.61
SOUTH DAKOTA	40.43	19.50	25.40	4.83	1.97	1.61	5.72	0.54
TENNESSEE	23.63	24.63	41.81	4.46	1.18	0.98	0.53	2.78
TEXAS	13.37	44.93	35.34	2.46	0.16	0.01	0.03	3.71
UTAH	35.19	25.10	34.06	3.14	0.00	0.00	0.00	2.51
VERMONT	67.06	6.47	7.12	6.31	5.55	1.29	4.10	2.10
VIRGINIA	17.77	23.66	41.86	7.20	4.56	2.50	1.71	0.73
WASHINGTON	34.51	32.58	27.22	3.74	1.25	0.10	0.12	0.49
WEST VIRGINIA	31.78	32.42	31.64	0.55	0.14	0.59	0.32	2.56
WISCONSIN	27.75	42.54	25.28	2.55	0.26	0.81	0.28	0.52
WYOMING	27.55	36.84	28.11	2.69	0.11	0.00	4.03	0.67
AMERICAN SAMOA	0.00	83.33	16.67	.	.	.	.	0.00
GUAM	18.18	63.64	18.18	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	8.62	0.00	67.24	0.00	0.00	0.00	22.41	1.72
BUR. OF INDIAN AFFAIRS	48.37	27.72	18.21	.	1.36	.	3.53	0.82
U.S. AND OUTLYING AREAS	25.52	23.04	33.18	7.51	5.79	1.73	1.86	1.36
50 STATES, D.C. & P.R.	25.51	23.03	33.19	7.52	5.79	1.73	1.86	1.36

Please see data notes for an explanation of individual State differences.
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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

MULTIPLE DISABILITIES

STATE	NUMBER OUTSIDE REGULAR CLASS < 21%	 21-60%	 > 60%	 PUBLIC SEPAR FACIL	 PRIVATE SEPAR FACIL	 PUBLIC RESID FACIL	 PRIVATE RESID FACIL	 HOME HOSP ENVIR
ALABAMA	74	149	772	186	3	115	19	20
ALASKA	76	86	316	8	0	0	0	7
ARIZONA	185	158	797	64	90	100	2	42
ARKANSAS	59	153	569	18	56	0	163	28
CALIFORNIA	393	481	3,520	671	249	85	12	99
COLORADO	917	469	1,222	239	6	13	11	46
CONNECTICUT	348	428	739	202	145	26	44	18
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0	10	105	25	79	0	5	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	6	15	224	3	1	0	0	5
IDAHO	80	89	266	23	6	2	0	6
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	62	21	725	41	0	61	35	27
IOWA	40	33	241	80	.	7	6	6
KANSAS	510	466	664	215	50	30	21	24
KENTUCKY	248	482	992	103	11	16	2	63
LOUISIANA	41	24	721	39	2	53	0	104
MAINE	476	709	1,124	41	41	5	49	27
MARYLAND	804	702	2,642	1,164	486	26	84	40
MASSACHUSETTS	325	301	942	181	338	128	227	123
MICHIGAN	448	46	752	1,394	.	1	0	45
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	3	21	277	51	0	64	2	28
MISSOURI	81	140	369	171	29	0	6	12
MONTANA	86	106	308	5	1	23	4	9
NEBRASKA	15	38	312	28	5	5	3	23
NEVADA	16	48	213	248	0	0	1	15
NEW HAMPSHIRE	201	42	29	0	33	1	32	11
NEW JERSEY	1,474	2,133	5,261	3,085	3,500	43	61	201
NEW MEXICO	189	121	749	6	0	31	0	48
NEW YORK	2,217	2,102	8,690	3,467	1,948	149	801	245
NORTH CAROLINA	47	96	984	238	76	83	90	1
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	873	4,246	2,956	4,121	0	2	0	119
OKLAHOMA	100	255	1,009	56	2	20	3	88
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	39	80	1,012	366	0	13	0	56
PUERTO RICO	114	69	498	103	16	0	0	427
RHODE ISLAND	0	12	177	3	65	0	13	2
SOUTH CAROLINA	8	20	114	34	0	106	0	7
SOUTH DAKOTA	77	163	214	6	33	28	61	8
TENNESSEE	70	143	1,090	189	124	25	2	82
TEXAS	380	2,751	4,148	399	27	53	4	285
UTAH	48	49	649	563	0	10	0	21
VERMONT	39	9	15	1	0	0	4	3
VIRGINIA	89	257	1,316	121	22	29	18	29
WASHINGTON	338	603	1,890	62	8	22	1	51
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	3	18	.	.	.	.	4
GUAM	9	24	29	0	0	0	0	0
NORTHERN MARIANAS	22	12	6	0	0	0	0	2
PALAU	2	0	3	0	0	0	0	0
VIRGIN ISLANDS	0	1	33	0	0	0	5	2
BUR. OF INDIAN AFFAIRS	43	67	51	5	.	.	16	.
U.S. AND OUTLYING AREAS	11,672	18,433	49,753	18,025	7,452	1,375	1,807	2,509
50 STATES, D.C. & P.R.	11,596	18,326	49,613	18,020	7,452	1,375	1,786	2,501

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

MULTIPLE DISABILITIES

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	5.53	11.14	57.70	13.90	0.22	8.59	1.42	1.49
ALASKA	15.42	17.44	64.10	1.62	0.00	0.00	0.00	1.42
ARIZONA	12.87	10.99	55.42	4.45	6.26	6.95	0.14	2.92
ARKANSAS	5.64	14.63	54.40	1.72	5.35	0.00	15.58	2.68
CALIFORNIA	7.13	8.73	63.88	12.18	4.52	1.54	0.22	1.80
COLORADO	31.37	16.05	41.81	8.18	0.21	0.44	0.38	1.57
CONNECTICUT	17.85	21.95	37.90	10.36	7.44	1.33	2.26	0.92
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	4.46	46.88	11.16	35.27	0.00	2.23	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	2.36	5.91	88.19	1.18	0.39	0.00	0.00	1.97
IDAHO	16.95	18.86	56.36	4.87	1.27	0.42	0.00	1.27
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	6.38	2.16	74.59	4.22	0.00	6.28	3.60	2.78
IOWA	9.69	7.99	58.35	19.37	.	1.69	1.45	1.45
KANSAS	25.76	23.54	33.54	10.86	2.53	1.52	1.06	1.21
KENTUCKY	12.94	25.14	51.75	5.37	0.57	0.83	0.10	3.29
LOUISIANA	4.17	2.44	73.27	3.96	0.20	5.39	0.00	10.57
MAINE	19.26	28.68	45.47	1.66	1.66	0.20	1.98	1.09
MARYLAND	13.52	11.80	44.42	19.57	8.17	0.44	1.41	0.67
MASSACHUSETTS	12.67	11.73	36.73	7.06	13.18	4.99	8.85	4.80
MICHIGAN	16.68	1.71	28.00	51.90	.	0.04	0.00	1.68
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.67	4.71	62.11	11.43	0.00	14.35	0.45	6.28
MISSOURI	10.02	17.33	45.67	21.16	3.59	0.00	0.74	1.49
MONTANA	15.87	19.56	56.83	0.92	0.18	4.24	0.74	1.66
NEBRASKA	3.50	8.86	72.73	6.53	1.17	1.17	0.70	5.36
NEVADA	2.96	8.87	39.37	45.84	0.00	0.00	0.18	2.77
NEW HAMPSHIRE	57.59	12.03	8.31	0.00	9.46	0.29	9.17	3.15
NEW JERSEY	9.35	13.54	33.39	19.58	22.21	0.27	0.39	1.28
NEW MEXICO	16.52	10.58	65.47	0.52	0.00	2.71	0.00	4.20
NEW YORK	11.30	10.71	44.29	17.67	9.93	0.76	4.08	1.25
NORTH CAROLINA	2.91	5.94	60.93	14.74	4.71	5.14	5.57	0.06
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	7.09	34.47	24.00	33.46	0.00	0.02	0.00	0.97
OKLAHOMA	6.52	16.63	65.82	3.65	0.13	1.30	0.20	5.74
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	2.49	5.11	64.62	23.37	0.00	0.83	0.00	3.58
PUERTO RICO	9.29	5.62	40.59	8.39	1.30	0.00	0.00	34.80
RHODE ISLAND	0.00	4.41	65.07	1.10	23.90	0.00	4.78	0.74
SOUTH CAROLINA	2.77	6.92	39.45	11.76	0.00	36.68	0.00	2.42
SOUTH DAKOTA	13.05	27.63	36.27	1.02	5.59	4.75	10.34	1.36
TENNESSEE	4.06	8.29	63.19	10.96	7.19	1.45	0.12	4.75
TEXAS	4.72	34.19	51.55	4.96	0.34	0.66	0.05	3.54
UTAH	3.58	3.66	48.43	42.01	0.00	0.75	0.00	1.57
VERMONT	54.93	12.68	21.13	1.41	0.00	0.00	5.63	4.23
VIRGINIA	4.73	13.66	69.96	6.43	1.17	1.54	0.96	1.54
WASHINGTON	11.36	20.27	63.53	2.08	0.27	0.74	0.03	1.71
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	12.00	72.00	.	.	.	.	16.00
GUAM	14.52	38.71	46.77	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	52.38	28.57	14.29	0.00	0.00	0.00	0.00	4.76
PALAU	40.00	0.00	60.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	2.44	80.49	0.00	0.00	0.00	12.20	4.88
BUR. OF INDIAN AFFAIRS	23.63	36.81	28.02	2.75	.	.	8.79	.
U.S. AND OUTLYING AREAS	10.51	16.60	44.81	16.23	6.71	1.24	1.63	2.26
50 STATES, D.C. & P.R.	10.48	16.56	44.83	16.28	6.73	1.24	1.61	2.26

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

HEARING IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	396	222	117	38	1	190	3	2
ALASKA	128	50	62	2	0	0	0	0
ARIZONA	716	245	167	0	0	286	0	4
ARKANSAS	186	191	50	49	0	0	103	2
CALIFORNIA	3,434	1,315	3,519	46	78	803	9	22
COLORADO	754	85	163	69	0	73	1	1
CONNECTICUT	397	128	59	57	95	1	38	1
DELAWARE	35	106	2	65	0	2	1	0
DISTRICT OF COLUMBIA	6	15	2	2	0	0	0	0
FLORIDA	1,024	468	843	13	19	510	0	3
GEORGIA	359	291	393	157	2	93	0	0
HAWAII	79	119	69	0	1	0	2	1
IDAHO	127	37	6	3	4	20	0	1
ILLINOIS	762	790	1,286	76	26	258	31	0
INDIANA	798	153	369	0	0	291	16	0
IOWA	335	120	71	2	.	84	0	1
KANSAS	253	128	66	136	0	0	0	0
KENTUCKY	315	146	72	3	15	156	.	2
LOUISIANA	347	504	335	1	5	200	0	4
MAINE	145	37	17	28	0	24	1	2
MARYLAND	513	132	250	18	3	351	2	2
MASSACHUSETTS	625	107	373	41	297	.	105	4
MICHIGAN	1,647	414	684	66	.	111	0	8
MINNESOTA	1,113	267	151	138	4	147	2	3
MISSISSIPPI	156	156	121	10	2	144	0	3
MISSOURI	475	297	201	61	11	102	1	1
MONTANA	86	85	19	0	1	26	0	1
NEBRASKA	362	127	115	11	4	13	0	3
NEVADA	172	62	105	1	0	0	0	1
NEW HAMPSHIRE	212	14	4	0	5	0	17	0
NEW JERSEY	384	216	711	332	39	89	2	9
NEW MEXICO	200	82	139	7	3	94	0	5
NEW YORK	2,243	431	1.591	571	671	155	80	8
NORTH CAROLINA	1,017	329	278	89	5	270	0	0
NORTH DAKOTA	65	25	4	12	0	23	0	0
OHIO	1,222	622	270	135	0	139	0	6
OKLAHOMA	292	157	183	30	0	118	0	1
OREGON	597	125	121	41	16	133	2	2
PENNSYLVANIA	1,143	646	518	11	309	1	141	4
PUERTO RICO	357	148	237	17	140	0	0	2
RHODE ISLAND	61	26	19	55	1	0	1	0
SOUTH CAROLINA	345	282	262	39	3	132	0	4
SOUTH DAKOTA	62	20	3	17	0	19	0	0
TENNESSEE	507	210	442	87	2	110	0	6
TEXAS	922	1,825	2,059	44	1	48	2	11
UTAH	265	76	161	502	0	15	0	1
VERMONT	95	5	7	1	13	0	23	2
VIRGINIA	486	257	399	7	3	152	3	4
WASHINGTON	711	505	313	9	35	167	1	4
WEST VIRGINIA	183	92	33	21	0	49	0	2
WISCONSIN	621	196	353	70	3	136	1	0
WYOMING	81	60	15	1	3	2	2	0
AMERICAN SAMOA	1	3	5	.	.	.	.	0
GUAM	9	13	2	1	0	0	1	0
NORTHERN MARIANAS	8	3	0	0	0	0	0	0
PALAU	1	3	0	0	0	0	0	0
VIRGIN ISLANDS	2	0	15	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	56	9	4	0	.	.	1	1
U.S. AND OUTLYING AREAS	27,893	13,177	17,835	3,192	1,820	5,737	592	145
50 STATES, D.C. & P.R.	27,816	13,146	17,809	3,191	1,820	5,737	590	143

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

HEARING IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	40.87	22.91	12.07	3.92	0.10	19.61	0.31	0.21
ALASKA	52.89	20.66	25.62	0.83	0.00	0.00	0.00	0.00
ARIZONA	50.49	17.28	11.78	0.00	0.00	20.17	0.00	0.28
ARKANSAS	32.01	32.87	8.61	8.43	0.00	0.00	17.73	0.34
CALIFORNIA	37.22	14.25	38.14	0.50	0.85	8.70	0.10	0.24
COLORADO	65.79	7.42	14.22	6.02	0.00	6.37	0.09	0.09
CONNECTICUT	51.16	16.49	7.60	7.35	12.24	0.13	4.90	0.13
DELAWARE	16.59	50.24	0.95	30.81	0.00	0.95	0.47	0.00
DISTRICT OF COLUMBIA	24.00	60.00	8.00	8.00	0.00	0.00	0.00	0.00
FLORIDA	35.56	16.25	29.27	0.45	0.66	17.71	0.00	0.10
GEORGIA	27.72	22.47	30.35	12.12	0.15	7.18	0.00	0.00
HAWAII	29.15	43.91	25.46	0.00	0.37	0.00	0.74	0.37
IDAHO	64.14	18.69	3.03	1.52	2.02	10.10	0.00	0.51
ILLINOIS	23.60	24.47	39.83	2.35	0.81	7.99	0.96	0.00
INDIANA	49.05	9.40	22.68	0.00	0.00	17.89	0.98	0.00
IOWA	54.65	19.58	11.58	0.33	.	13.70	0.00	0.16
KANSAS	43.40	21.96	11.32	23.33	0.00	0.00	0.00	0.00
KENTUCKY	44.43	20.59	10.16	0.42	2.12	22.00	.	0.28
LOUISIANA	24.86	36.10	24.00	0.07	0.36	14.33	0.00	0.29
MAINE	57.09	14.57	6.69	11.02	0.00	9.45	0.39	0.79
MARYLAND	40.36	10.39	19.67	1.42	0.24	27.62	0.16	0.16
MASSACHUSETTS	40.27	6.89	24.03	2.64	19.14	.	6.77	0.26
MICHIGAN	56.21	14.13	23.34	2.25	.	3.79	0.00	0.27
MINNESOTA	60.99	14.63	8.27	7.56	0.22	8.05	0.11	0.16
MISSISSIPPI	26.35	26.35	20.44	1.69	0.34	24.32	0.00	0.51
MISSOURI	41.34	25.85	17.49	5.31	0.96	8.88	0.09	0.09
MONTANA	39.45	38.99	8.72	0.00	0.46	11.93	0.00	0.46
NEBRASKA	57.01	20.00	18.11	1.73	0.63	2.05	0.00	0.47
NEVADA	50.44	18.18	30.79	0.29	0.00	0.00	0.00	0.29
NEW HAMPSHIRE	84.13	5.56	1.59	0.00	1.98	0.00	6.75	0.00
NEW JERSEY	21.55	12.12	39.90	18.63	2.19	4.99	0.11	0.51
NEW MEXICO	37.74	15.47	26.23	1.32	0.57	17.74	0.00	0.94
NEW YORK	39.01	7.50	27.67	9.93	11.67	2.70	1.39	0.14
NORTH CAROLINA	51.16	16.55	13.98	4.48	0.25	13.58	0.00	0.00
NORTH DAKOTA	50.39	19.38	3.10	9.30	0.00	17.83	0.00	0.00
OHIO	51.04	25.98	11.28	5.64	0.00	5.81	0.00	0.25
OKLAHOMA	37.39	20.10	23.43	3.84	0.00	15.11	0.00	0.13
OREGON	57.57	12.05	11.67	3.95	1.54	12.83	0.19	0.19
PENNSYLVANIA	41.22	23.30	18.68	0.40	11.14	0.04	5.08	0.14
PUERTO RICO	39.62	16.43	26.30	1.89	15.54	0.00	0.00	0.22
RHODE ISLAND	37.42	15.95	11.66	33.74	0.61	0.00	0.61	0.00
SOUTH CAROLINA	32.33	26.43	24.55	3.66	0.28	12.37	0.00	0.37
SOUTH DAKOTA	51.24	16.53	2.48	14.05	0.00	15.70	0.00	0.00
TENNESSEE	37.17	15.40	32.40	6.38	0.15	8.06	0.00	0.44
TEXAS	18.77	37.15	41.92	0.90	0.02	0.98	0.04	0.22
UTAH	25.98	7.45	15.78	49.22	0.00	1.47	0.00	0.10
VERMONT	65.07	3.42	4.79	0.68	8.90	0.00	15.75	1.37
VIRGINIA	37.07	19.60	30.43	0.53	0.23	11.59	0.23	0.31
WASHINGTON	40.74	28.94	17.94	0.52	2.01	9.57	0.06	0.23
WEST VIRGINIA	48.16	24.21	8.68	5.53	0.00	12.89	0.00	0.53
WISCONSIN	45.00	14.20	25.58	5.07	0.22	9.86	0.07	0.00
WYOMING	49.39	36.59	9.15	0.61	1.83	1.22	1.22	0.00
AMERICAN SAMOA	11.11	33.33	55.56	.	.	.	.	0.00
GUAM	34.62	50.00	7.69	3.85	0.00	0.00	3.85	0.00
NORTHERN MARIANAS	72.73	27.27	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	25.00	75.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	11.11	0.00	83.33	0.00	0.00	0.00	0.00	5.56
BUR. OF INDIAN AFFAIRS	78.87	12.68	5.63	0.00	.	.	1.41	1.41
U.S. AND OUTLYING AREAS	39.63	18.72	25.34	4.53	2.59	8.15	0.84	0.21
50 STATES, D.C. & P.R.	39.59	18.71	25.35	4.54	2.59	8.17	0.84	0.20

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	----OUTSIDE REGULAR CLASS---- < 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	329	157	121	7	.	.	.	2
ALASKA	46	14	14	0	0	0	0	0
ARIZONA	430	125	405	33	18	0	0	11
ARKANSAS	67	75	33	0	3	0	3	3
CALIFORNIA	3,115	1,287	5,416	901	64	0	4	193
COLORADO	3,431	707	279	44	15	0	11	44
CONNECTICUT	165	40	23	3	4	0	0	0
DELAWARE	194	313	144	37	0	1	5	52
DISTRICT OF COLUMBIA	6	21	90	84	3	0	0	0
FLORIDA	1,699	804	1,787	72	3	0	2	18
GEORGIA	330	222	349	0	0	1	0	4
HAWAII	57	39	26	4	0	0	0	1
IDAHO	79	39	14	1	0	1	0	0
ILLINOIS	837	523	1,015	213	15	2	1	14
INDIANA	904	69	235	3	0	0	0	8
IOWA	487	269	136	3	.	3	2	14
KANSAS	328	76	57	1	0	0	0	4
KENTUCKY	206	131	115	.	.	.	.	7
LOUISIANA	464	439	416	3	2	12	0	33
MAINE	41	18	15	0	0	0	0	0
MARYLAND	190	87	132	7	40	0	0	4
MASSACHUSETTS	648	63	172	6	76	.	10	32
MICHIGAN	6,471	2,397	1,656	232	.	8	5	91
MINNESOTA	986	351	105	25	2	0	4	7
MISSISSIPPI	383	390	512	13	4	11	3	117
MISSOURI	344	171	198	11	0	0	0	5
MONTANA	41	23	14	0	0	0	0	1
NEBRASKA	328	81	76	1	0	0	1	24
NEVADA	135	73	52	7	0	0	0	3
NEW HAMPSHIRE	124	22	1	0	0	0	1	0
NEW JERSEY	322	113	107	60	33	0	0	6
NEW MEXICO	206	54	130	83	0	0	0	26
NEW YORK	1,689	294	600	63	108	4	5	45
NORTH CAROLINA	493	168	203	17	6	0	0	0
NORTH DAKOTA	91	19	19	1	1	0	6	0
OHIO	1,264	572	431	41	0	0	0	57
OKLAHOMA	283	85	67	1	1	0	0	5
OREGON	486	164	179	21	5	1	1	17
PENNSYLVANIA	203	195	397	362	173	0	11	11
PUERTO RICO	343	92	37	10	18	0	0	12
RHODE ISLAND	43	48	33	1	7	0	1	1
SOUTH CAROLINA	163	285	299	21	0	0	2	19
SOUTH DAKOTA	70	14	3	0	0	0	2	0
TENNESSEE	343	217	403	65	0	0	0	103
TEXAS	893	2,039	1,377	59	1	0	0	244
UTAH	48	45	54	5	0	0	0	24
VERMONT	66	2	3	0	1	0	0	3
VIRGINIA	363	122	262	1	0	0	0	4
WASHINGTON	488	268	137	0	3	0	0	6
WEST VIRGINIA	119	37	38	0	0	0	0	2
WISCONSIN	574	323	480	5	3	1	0	15
WYOMING	77	31	13	5	2	1	0	1
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	7	1	0	0	0	0	0	0
NORTHERN MARIANAS	6	1	0	0	0	0	0	0
PALAU	4	0	3	0	0	0	0	0
VIRGIN ISLANDS	5	0	4	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	16	5	1	.	.	.	.	.
U.S. AND OUTLYING AREAS	31,530	14,220	18,888	2,532	611	46	80	1,293
50 STATES, D.C. & P.R.	31,492	14,213	18,880	2,532	611	46	80	1,293

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	53.41	25.49	19.64	1.14	.	.	.	0.32
ALASKA	62.16	18.92	18.92	0.00	0.00	0.00	0.00	0.00
ARIZONA	42.07	12.23	39.63	3.23	1.76	0.00	0.00	1.08
ARKANSAS	36.41	40.76	17.93	0.00	1.63	0.00	1.63	1.63
CALIFORNIA	28.37	11.72	49.33	8.21	0.58	0.00	0.04	1.76
COLORADO	75.72	15.60	6.16	0.97	0.33	0.00	0.24	0.97
CONNECTICUT	70.21	17.02	9.79	1.28	1.70	0.00	0.00	0.00
DELAWARE	26.01	41.96	19.30	4.96	0.00	0.13	0.67	6.97
DISTRICT OF COLUMBIA	2.94	10.29	44.12	41.18	1.47	0.00	0.00	0.00
FLORIDA	38.75	18.34	40.75	1.64	0.07	0.00	0.05	0.41
GEORGIA	36.42	24.50	38.52	0.00	0.00	0.11	0.00	0.44
HAWAII	44.88	30.71	20.47	3.15	0.00	0.00	0.00	0.79
IDAHO	58.96	29.10	10.45	0.75	0.00	0.75	0.00	0.00
ILLINOIS	31.95	19.96	38.74	8.13	0.57	0.08	0.04	0.53
INDIANA	74.16	5.66	19.28	0.25	0.00	0.00	0.00	0.66
IOWA	53.28	29.43	14.88	0.33	.	0.33	0.22	1.53
KANSAS	70.39	16.31	12.23	0.21	0.00	0.00	0.00	0.86
KENTUCKY	44.88	28.54	25.05	.	.	.	.	1.53
LOUISIANA	33.89	32.07	30.39	0.22	0.15	0.88	0.00	2.41
MAINE	55.41	24.32	20.27	0.00	0.00	0.00	0.00	0.00
MARYLAND	41.30	18.91	28.70	1.52	8.70	0.00	0.00	0.87
MASSACHUSETTS	64.35	6.26	17.08	0.60	7.55	.	0.99	3.18
MICHIGAN	59.59	22.07	15.25	2.14	.	0.07	0.05	0.84
MINNESOTA	66.62	23.72	7.09	1.69	0.14	0.00	0.27	0.47
MISSISSIPPI	26.73	27.22	35.73	0.91	0.28	0.77	0.21	8.16
MISSOURI	47.19	23.46	27.16	1.51	0.00	0.00	0.00	0.69
MONTANA	51.90	29.11	17.72	0.00	0.00	0.00	0.00	1.27
NEBRASKA	64.19	15.85	14.87	0.20	0.00	0.00	0.20	4.70
NEVADA	50.00	27.04	19.26	2.59	0.00	0.00	0.00	1.11
NEW HAMPSHIRE	83.78	14.86	0.68	0.00	0.00	0.00	0.68	0.00
NEW JERSEY	50.23	17.63	16.69	9.36	5.15	0.00	0.00	0.94
NEW MEXICO	41.28	10.82	26.05	16.63	0.00	0.00	0.00	5.21
NEW YORK	60.15	10.47	21.37	2.24	3.85	0.14	0.18	1.60
NORTH CAROLINA	55.58	18.94	22.89	1.92	0.68	0.00	0.00	0.00
NORTH DAKOTA	66.42	13.87	13.87	0.73	0.73	0.00	4.38	0.00
OHIO	53.45	24.19	18.22	1.73	0.00	0.00	0.00	2.41
OKLAHOMA	64.03	19.23	15.16	0.23	0.23	0.00	0.00	1.13
OREGON	55.61	18.76	20.48	2.40	0.57	0.11	0.11	1.95
PENNSYLVANIA	15.01	14.42	29.36	26.78	12.80	0.00	0.81	0.81
PUERTO RICO	66.99	17.97	7.23	1.95	3.52	0.00	0.00	2.34
RHODE ISLAND	32.09	35.82	24.63	0.75	5.22	0.00	0.75	0.75
SOUTH CAROLINA	20.66	36.12	37.90	2.66	0.00	0.00	0.25	2.41
SOUTH DAKOTA	78.65	15.73	3.37	0.00	0.00	0.00	2.25	0.00
TENNESSEE	30.33	19.19	35.63	5.75	0.00	0.00	0.00	9.11
TEXAS	19.36	44.20	29.85	1.28	0.02	0.00	0.00	5.29
UTAH	27.27	25.57	30.68	2.84	0.00	0.00	0.00	13.64
VERMONT	88.00	2.67	4.00	0.00	1.33	0.00	0.00	4.00
VIRGINIA	48.27	16.22	34.84	0.13	0.00	0.00	0.00	0.53
WASHINGTON	54.10	29.71	15.19	0.00	0.33	0.00	0.00	0.67
WEST VIRGINIA	60.71	18.88	19.39	0.00	0.00	0.00	0.00	1.02
WISCONSIN	40.97	23.05	34.26	0.36	0.21	0.07	0.00	1.07
WYOMING	59.23	23.85	10.00	3.85	1.54	0.77	0.00	0.77
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	87.50	12.50	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	85.71	14.29	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	57.14	0.00	42.86	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	55.56	0.00	44.44	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	72.73	22.73	4.55	.	.	.	.	.
U.S. AND OUTLYING AREAS	45.56	20.55	27.29	3.66	0.88	0.07	0.12	1.87
50 STATES, D.C. & P.R.	45.54	20.55	27.30	3.66	0.88	0.07	0.12	1.87

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

OTHER HEALTH IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	1,403	1,063	284	42	.	3	3	36
ALASKA	321	200	75	12	1	0	4	0
ARIZONA	550	377	204	6	6	0	0	27
ARKANSAS	1,496	2,119	489	0	72	0	38	26
CALIFORNIA	8,582	2,539	3,206	121	349	0	11	316
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	4,019	1,233	678	49	135	5	50	24
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	5	30	79	27	43	0	4	0
FLORIDA	2,448	853	670	47	69	20	10	716
GEORGIA	2,794	4,023	2,470	10	0	11	1	46
HAWAII	142	428	145	3	6	0	10	10
IDAHO	576	268	84	5	5	1	0	8
ILLINOIS	1,659	2,269	1,594	120	66	2	6	249
INDIANA	1,226	420	516	6	0	7	11	20
IOWA	18	20	11	0	.	0	0	5
KANSAS	2,280	1,204	389	42	12	8	1	28
KENTUCKY	1,966	1,986	468	19	2	7	8	43
LOUISIANA	1,566	3,001	1,981	15	9	24	0	94
MAINE	881	589	184	3	7	0	2	24
MARYLAND	2,746	1,389	1,153	102	98	3	6	38
MASSACHUSETTS	376	115	126	14	52	.	27	496
MICHIGAN	0	0	0	0	.	0	0	0
MINNESOTA	4,182	1,405	246	118	11	7	13	32
MISSISSIPPI	0	0	0	0	0	0	0	0
MISSOURI	3,079	1,571	595	48	21	0	0	53
MONTANA	414	334	98	8	3	1	3	6
NEBRASKA	1,073	1,437	427	14	12	0	7	72
NEVADA	496	347	146	11	0	0	0	4
NEW HAMPSHIRE	2,446	368	80	3	55	9	65	8
NEW JERSEY	654	318	211	21	39	0	2	163
NEW MEXICO	562	435	476	0	0	2	1	28
NEW YORK	10,332	3,260	4,434	564	148	7	64	175
NORTH CAROLINA	6,602	2,835	1,531	47	10	17	2	8
NORTH DAKOTA	343	68	22	2	0	1	4	6
OHIO	2,530	324	59	35	0	0	0	1,189
OKLAHOMA	1,176	634	256	10	4	3	2	29
OREGON	2,575	536	395	74	63	14	4	31
PENNSYLVANIA	498	454	171	1	0	1	0	4
PUERTO RICO	652	160	95	0	96	0	0	84
RHODE ISLAND	850	356	395	0	39	0	11	124
SOUTH CAROLINA	419	1,583	427	0	0	0	0	11
SOUTH DAKOTA	201	98	25	1	2	0	1	4
TENNESSEE	3,686	3,102	1,267	59	16	1	5	825
TEXAS	6,084	17,320	5,875	196	4	2	0	2,183
UTAH	357	252	293	13	0	0	0	16
VERMONT	835	56	27	6	12	1	5	11
VIRGINIA	3,316	3,679	2,153	27	48	25	19	47
WASHINGTON	7,293	6,030	2,743	108	76	3	5	62
WEST VIRGINIA	755	746	155	2	1	1	1	12
WISCONSIN	1,462	1,458	679	10	6	2	0	31
WYOMING	329	293	99	0	2	12	2	6
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	20	22	6	0	0	0	0	0
NORTHERN MARIANAS	3	1	0	0	0	0	0	1
PALAU	1	0	1	0	0	0	0	0
VIRGIN ISLANDS	6	0	24	0	0	0	0	3
BUR. OF INDIAN AFFAIRS	99	10	4	.	.	.	.	1
U.S. AND OUTLYING AREAS	98,384	73,618	38,221	2,021	1,600	200	408	7,435
50 STATES, D.C. & P.R.	98,255	73,585	38,186	2,021	1,600	200	408	7,430

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

OTHER HEALTH IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	49.51	37.51	10.02	1.48	.	0.11	0.11	1.27
ALASKA	52.37	32.63	12.23	1.96	0.16	0.00	0.65	0.00
ARIZONA	47.01	32.22	17.44	0.51	0.51	0.00	0.00	2.31
ARKANSAS	35.28	49.98	11.53	0.00	1.70	0.00	0.90	0.61
CALIFORNIA	56.74	16.79	21.20	0.80	2.31	0.00	0.07	2.09
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	64.90	19.91	10.95	0.79	2.18	0.08	0.81	0.39
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	2.66	15.96	42.02	14.36	22.87	0.00	2.13	0.00
FLORIDA	50.65	17.65	13.86	0.97	1.43	0.41	0.21	14.81
GEORGIA	29.87	43.00	26.40	0.11	0.00	0.12	0.01	0.49
HAWAII	19.09	57.53	19.49	0.40	0.81	0.00	1.34	1.34
IDAHO	60.82	28.30	8.87	0.53	0.53	0.11	0.00	0.84
ILLINOIS	27.81	38.04	26.72	2.01	1.11	0.03	0.10	4.17
INDIANA	55.58	19.04	23.39	0.27	0.00	0.32	0.50	0.91
IOWA	33.33	37.04	20.37	0.00	.	0.00	0.00	9.26
KANSAS	57.52	30.37	9.81	1.06	0.30	0.20	0.03	0.71
KENTUCKY	43.70	44.14	10.40	0.42	0.04	0.16	0.18	0.96
LOUISIANA	23.41	44.86	29.61	0.22	0.13	0.36	0.00	1.41
MAINE	52.13	34.85	10.89	0.18	0.41	0.00	0.12	1.42
MARYLAND	49.61	25.09	20.83	1.84	1.77	0.05	0.11	0.69
MASSACHUSETTS	31.18	9.54	10.45	1.16	4.31	.	2.24	41.13
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	69.54	23.36	4.09	1.96	0.18	0.12	0.22	0.53
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	57.37	29.27	11.09	0.89	0.39	0.00	0.00	0.99
MONTANA	47.75	38.52	11.30	0.92	0.35	0.12	0.35	0.69
NEBRASKA	35.27	47.24	14.04	0.46	0.39	0.00	0.23	2.37
NEVADA	49.40	34.56	14.54	1.10	0.00	0.00	0.00	0.40
NEW HAMPSHIRE	80.62	12.13	2.64	0.10	1.81	0.30	2.14	0.26
NEW JERSEY	46.45	22.59	14.99	1.49	2.77	0.00	0.14	11.58
NEW MEXICO	37.37	28.92	31.65	0.00	0.00	0.13	0.07	1.86
NEW YORK	54.42	17.17	23.36	2.97	0.78	0.04	0.34	0.92
NORTH CAROLINA	59.74	25.65	13.85	0.43	0.09	0.15	0.02	0.07
NORTH DAKOTA	76.91	15.25	4.93	0.45	0.00	0.22	0.90	1.35
OHIO	61.16	7.83	1.43	0.85	0.00	0.00	0.00	28.74
OKLAHOMA	55.63	29.99	12.11	0.47	0.19	0.14	0.09	1.37
OREGON	69.75	14.52	10.70	2.00	1.71	0.38	0.11	0.84
PENNSYLVANIA	44.11	40.21	15.15	0.09	0.00	0.09	0.00	0.35
PUERTO RICO	59.98	14.72	8.74	0.00	8.83	0.00	0.00	7.73
RHODE ISLAND	47.89	20.06	22.25	0.00	2.20	0.00	0.62	6.99
SOUTH CAROLINA	17.17	64.88	17.50	0.00	0.00	0.00	0.00	0.45
SOUTH DAKOTA	60.54	29.52	7.53	0.30	0.60	0.00	0.30	1.20
TENNESSEE	41.13	34.62	14.14	0.66	0.18	0.01	0.06	9.21
TEXAS	19.21	54.70	18.55	0.62	0.01	0.01	0.00	6.89
UTAH	38.35	27.07	31.47	1.40	0.00	0.00	0.00	1.72
VERMONT	87.62	5.88	2.83	0.63	1.26	0.10	0.52	1.15
VIRGINIA	35.60	39.50	23.12	0.29	0.52	0.27	0.20	0.50
WASHINGTON	44.69	36.95	16.81	0.66	0.47	0.02	0.03	0.38
WEST VIRGINIA	45.13	44.59	9.26	0.12	0.06	0.06	0.06	0.72
WISCONSIN	40.08	39.97	18.61	0.27	0.16	0.05	0.00	0.85
WYOMING	44.28	39.43	13.32	0.00	0.27	1.62	0.27	0.81
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	41.67	45.83	12.50	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	60.00	20.00	0.00	0.00	0.00	0.00	0.00	20.00
PALAU	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	18.18	0.00	72.73	0.00	0.00	0.00	0.00	9.09
BUR. OF INDIAN AFFAIRS	86.84	8.77	3.51	.	.	.	.	0.88
U.S. AND OUTLYING AREAS	44.34	33.18	17.23	0.91	0.72	0.09	0.18	3.35
50 STATES, D.C. & P.R.	44.32	33.19	17.23	0.91	0.72	0.09	0.18	3.35

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

VISUAL IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	232	56	22	38	.	72	.	.
ALASKA	34	8	5	0	0	0	0	0
ARIZONA	327	98	74	7	4	55	0	4
ARKANSAS	77	46	11	36	0	0	43	1
CALIFORNIA	1,419	619	1,300	67	32	100	1	31
COLORADO	209	18	20	20	0	24	0	2
CONNECTICUT	214	51	72	14	9	1	5	3
DELAWARE	41	18	1	0	0	0	0	2
DISTRICT OF COLUMBIA	4	1	2	0	2	0	0	0
FLORIDA	586	169	143	9	3	132	0	3
GEORGIA	289	146	41	86	0	2	0	1
HAWAII	41	17	11	0	0	0	0	0
IDAHO	73	14	8	0	1	11	0	0
ILLINOIS	457	336	184	18	3	74	0	1
INDIANA	495	32	70	1	0	181	0	0
IOWA	84	27	12	1	.	21	0	1
KANSAS	157	29	7	11	0	0	0	1
KENTUCKY	284	47	20	1	.	67	.	3
LOUISIANA	142	167	105	1	0	27	0	1
MAINE	60	27	7	0	0	0	0	1
MARYLAND	204	71	94	3	18	0	120	2
MASSACHUSETTS	431	101	94	6	30	.	28	3
MICHIGAN	569	124	129	32	.	3	0	5
MINNESOTA	258	41	12	10	0	49	0	0
MISSISSIPPI	59	49	51	3	0	65	0	3
MISSOURI	240	67	42	65	2	49	0	2
MONTANA	30	19	5	0	0	4	0	0
NEBRASKA	132	62	36	13	0	5	0	5
NEVADA	73	23	18	0	0	0	0	0
NEW HAMPSHIRE	119	6	1	0	1	0	2	1
NEW JERSEY	215	57	37	5	16	0	0	0
NEW MEXICO	91	41	37	1	0	26	0	0
NEW YORK	812	119	532	180	182	8	14	6
NORTH CAROLINA	391	117	52	13	1	61	0	0
NORTH DAKOTA	34	6	5	0	0	1	0	0
OHIO	607	226	51	21	0	106	0	7
OKLAHOMA	167	62	41	19	0	53	0	1
OREGON	238	57	45	3	5	44	2	2
PENNSYLVANIA	657	122	50	95	230	1	59	12
PUERTO RICO	308	91	36	52	8	0	0	2
RHODE ISLAND	31	15	20	0	1	0	2	0
SOUTH CAROLINA	141	116	44	16	0	31	0	1
SOUTH DAKOTA	25	10	2	2	0	16	0	0
TENNESSEE	467	153	104	90	0	2	0	11
TEXAS	521	1,053	472	26	2	128	0	23
UTAH	97	31	64	209	0	12	0	0
VERMONT	25	2	2	0	0	0	1	0
VIRGINIA	333	70	33	2	3	46	0	1
WASHINGTON	153	93	26	1	1	53	0	2
WEST VIRGINIA	107	26	13	25	0	32	0	3
WISCONSIN	225	43	58	24	0	26	0	0
WYOMING	33	15	9	0	0	1	0	0
AMERICAN SAMOA	2	1	0	.	.	.	.	0
GUAM	6	3	2	0	0	0	0	0
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	0	1	1	0	0	0	0	0
VIRGIN ISLANDS	9	0	6	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	5	74	1	.	.	.	.	.
U.S. AND OUTLYING AREAS	13,042	5,093	4,340	1,226	554	1,589	277	147
50 STATES, D.C. & P.R.	13,018	5,014	4,330	1,226	554	1,589	277	147

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VISUAL IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	55.24	13.33	5.24	9.05	.	17.14	.	.
ALASKA	72.34	17.02	10.64	0.00	0.00	0.00	0.00	0.00
ARIZONA	57.47	17.22	13.01	1.23	0.70	9.67	0.00	0.70
ARKANSAS	35.98	21.50	5.14	16.82	0.00	0.00	20.09	0.47
CALIFORNIA	39.76	17.34	36.42	1.88	0.90	2.80	0.03	0.87
COLORADO	71.33	6.14	6.83	6.83	0.00	8.19	0.00	0.68
CONNECTICUT	57.99	13.82	19.51	3.79	2.44	0.27	1.36	0.81
DELAWARE	66.13	29.03	1.61	0.00	0.00	0.00	0.00	3.23
DISTRICT OF COLUMBIA	44.44	11.11	22.22	0.00	22.22	0.00	0.00	0.00
FLORIDA	56.08	16.17	13.68	0.86	0.29	12.63	0.00	0.29
GEORGIA	51.15	25.84	7.26	15.22	0.00	0.35	0.00	0.18
HAWAII	59.42	24.64	15.94	0.00	0.00	0.00	0.00	0.00
IDAHO	68.22	13.08	7.48	0.00	0.93	10.28	0.00	0.00
ILLINOIS	42.59	31.31	17.15	1.68	0.28	6.90	0.00	0.09
INDIANA	63.54	4.11	8.99	0.13	0.00	23.23	0.00	0.00
IOWA	57.53	18.49	8.22	0.68	.	14.38	0.00	0.68
KANSAS	76.59	14.15	3.41	5.37	0.00	0.00	0.00	0.49
KENTUCKY	67.30	11.14	4.74	0.24	.	15.88	.	0.71
LOUISIANA	32.05	37.70	23.70	0.23	0.00	6.09	0.00	0.23
MAINE	63.16	28.42	7.37	0.00	0.00	0.00	0.00	1.05
MARYLAND	39.84	13.87	18.36	0.59	3.52	0.00	23.44	0.39
MASSACHUSETTS	62.19	14.57	13.56	0.87	4.33	.	4.04	0.43
MICHIGAN	66.01	14.39	14.97	3.71	.	0.35	0.00	0.58
MINNESOTA	69.73	11.08	3.24	2.70	0.00	13.24	0.00	0.00
MISSISSIPPI	25.65	21.30	22.17	1.30	0.00	28.26	0.00	1.30
MISSOURI	51.39	14.35	8.99	13.92	0.43	10.49	0.00	0.43
MONTANA	51.72	32.76	8.62	0.00	0.00	6.90	0.00	0.00
NEBRASKA	52.17	24.51	14.23	5.14	0.00	1.98	0.00	1.98
NEVADA	64.04	20.18	15.79	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	91.54	4.62	0.77	0.00	0.77	0.00	1.54	0.77
NEW JERSEY	65.15	17.27	11.21	1.52	4.85	0.00	0.00	0.00
NEW MEXICO	46.43	20.92	18.88	0.51	0.00	13.27	0.00	0.00
NEW YORK	43.82	6.42	28.71	9.71	9.82	0.43	0.76	0.32
NORTH CAROLINA	61.57	18.43	8.19	2.05	0.16	9.61	0.00	0.00
NORTH DAKOTA	73.91	13.04	10.87	0.00	0.00	2.17	0.00	0.00
OHIO	59.63	22.20	5.01	2.06	0.00	10.41	0.00	0.69
OKLAHOMA	48.69	18.08	11.95	5.54	0.00	15.45	0.00	0.29
OREGON	60.10	14.39	11.36	0.76	1.26	11.11	0.51	0.51
PENNSYLVANIA	53.59	9.95	4.08	7.75	18.76	0.08	4.81	0.98
PUERTO RICO	61.97	18.31	7.24	10.46	1.61	0.00	0.00	0.40
RHODE ISLAND	44.93	21.74	28.99	0.00	1.45	0.00	2.90	0.00
SOUTH CAROLINA	40.40	33.24	12.61	4.58	0.00	8.88	0.00	0.29
SOUTH DAKOTA	45.45	18.18	3.64	3.64	0.00	29.09	0.00	0.00
TENNESSEE	56.47	18.50	12.58	10.88	0.00	0.24	0.00	1.33
TEXAS	23.42	47.33	21.21	1.17	0.09	5.75	0.00	1.03
UTAH	23.49	7.51	15.50	50.61	0.00	2.91	0.00	0.00
VERMONT	83.33	6.67	6.67	0.00	0.00	0.00	3.33	0.00
VIRGINIA	68.24	14.34	6.76	0.41	0.61	9.43	0.00	0.20
WASHINGTON	46.50	28.27	7.90	0.30	0.30	16.11	0.00	0.61
WEST VIRGINIA	51.94	12.62	6.31	12.14	0.00	15.53	0.00	1.46
WISCONSIN	59.84	11.44	15.43	6.38	0.00	6.91	0.00	0.00
WYOMING	56.90	25.86	15.52	0.00	0.00	1.72	0.00	0.00
AMERICAN SAMOA	66.67	33.33	0.00	.	.	.	.	0.00
GUAM	54.55	27.27	18.18	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	60.00	0.00	40.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	6.25	92.50	1.25	.	.	.	.	.
U.S. AND OUTLYING AREAS	49.65	19.39	16.52	4.67	2.11	6.05	1.05	0.56
50 STATES, D.C. & P.R.	49.77	19.17	16.56	4.69	2.12	6.08	1.06	0.56

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

AUTISM

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	106	107	212	58	41	.	10	3
ALASKA	18	24	88	1	0	0	0	0
ARIZONA	140	77	406	31	64	0	1	3
ARKANSAS	79	88	232	3	22	0	2	5
CALIFORNIA	987	582	4,143	353	533	0	26	33
COLORADO	132	20	91	2	0	0	0	1
CONNECTICUT	204	176	258	104	91	3	17	1
DELAWARE	4	50	81	75	0	0	0	0
DISTRICT OF COLUMBIA	1	3	62	0	39	0	2	0
FLORIDA	995	129	1,263	135	12	0	0	2
GEORGIA	164	129	888	14	1	0	3	0
HAWAII	18	42	102	1	3	0	0	1
IDAHO	80	38	81	4	3	0	0	0
ILLINOIS	349	183	1,237	194	348	1	43	0
INDIANA	496	147	944	53	0	2	12	8
IOWA	132	113	238	26	.	0	0	2
KANSAS	106	58	170	2	3	0	1	1
KENTUCKY	139	175	269	5	.	.	.	8
LOUISIANA	75	61	741	26	0	7	0	11
MAINE	64	75	125	3	3	0	14	3
MARYLAND	196	135	558	195	103	1	31	3
MASSACHUSETTS	30	7	251	46	152	.	169	4
MICHIGAN	1,174	301	855	634	.	3	0	8
MINNESOTA	590	395	446	53	2	1	2	2
MISSISSIPPI	17	27	228	26	0	6	0	1
MISSOURI	252	229	466	98	33	0	0	4
MONTANA	25	32	55	0	0	0	0	0
NEBRASKA	59	70	124	8	1	1	0	0
NEVADA	50	31	102	15	0	0	0	0
NEW HAMPSHIRE	146	20	15	0	15	0	14	2
NEW JERSEY	89	84	449	478	678	1	16	17
NEW MEXICO	40	5	121	1	1	0	0	1
NEW YORK	551	169	1,939	754	554	7	198	19
NORTH CAROLINA	293	146	1,387	160	6	2	1	0
NORTH DAKOTA	34	16	25	0	3	1	9	0
OHIO	466	411	146	18	0	0	0	16
OKLAHOMA	110	74	261	4	1	0	0	4
OREGON	1,093	370	541	22	25	2	10	11
PENNSYLVANIA	194	274	1,399	185	207	0	12	4
PUERTO RICO	35	34	270	32	10	1	0	23
RHODE ISLAND	14	27	106	0	35	0	5	1
SOUTH CAROLINA	16	72	470	17	0	3	0	3
SOUTH DAKOTA	46	28	40	4	4	7	7	1
TENNESSEE	90	53	526	27	10	6	1	8
TEXAS	310	1,049	2,521	113	15	10	10	13
UTAH	48	44	242	41	0	4	0	1
VERMONT	86	11	18	1	1	0	2	4
VIRGINIA	73	139	956	154	18	5	26	4
WASHINGTON	187	193	551	9	15	0	0	2
WEST VIRGINIA	68	50	105	1	1	0	1	0
WISCONSIN	215	261	599	22	1	0	0	2
WYOMING	16	22	30	0	0	42	1	0
AMERICAN SAMOA	1	0	2	.	.	.	.	0
GUAM	1	1	3	0	0	0	0	0
NORTHERN MARIANAS	0	0	1	0	0	0	0	1
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	1	4	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	3	1	.	.	.	.
U.S. AND OUTLYING AREAS	10,905	7,058	27,446	4,209	3,054	116	646	241
50 STATES, D.C. & P.R.	10,902	7,056	27,433	4,208	3,054	116	646	240

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

AUTISM

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	19.74	19.93	39.48	10.80	7.64	.	1.86	0.56
ALASKA	13.74	18.32	67.18	0.76	0.00	0.00	0.00	0.00
ARIZONA	19.39	10.66	56.23	4.29	8.86	0.00	0.14	0.42
ARKANSAS	18.33	20.42	53.83	0.70	5.10	0.00	0.46	1.16
CALIFORNIA	14.83	8.74	62.24	5.30	8.01	0.00	0.39	0.50
COLORADO	53.66	8.13	36.99	0.81	0.00	0.00	0.00	0.41
CONNECTICUT	23.89	20.61	30.21	12.18	10.66	0.35	1.99	0.12
DELAWARE	1.90	23.81	38.57	35.71	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.93	2.80	57.94	0.00	36.45	0.00	1.87	0.00
FLORIDA	39.24	5.09	49.80	5.32	0.47	0.00	0.00	0.08
GEORGIA	13.68	10.76	74.06	1.17	0.08	0.00	0.25	0.00
HAWAII	10.78	25.15	61.08	0.60	1.80	0.00	0.00	0.60
IDAHO	38.83	18.45	39.32	1.94	1.46	0.00	0.00	0.00
ILLINOIS	14.82	7.77	52.53	8.24	14.78	0.04	1.83	0.00
INDIANA	29.84	8.84	56.80	3.19	0.00	0.12	0.72	0.48
IOWA	25.83	22.11	46.58	5.09	.	0.00	0.00	0.39
KANSAS	31.09	17.01	49.85	0.59	0.88	0.00	0.29	0.29
KENTUCKY	23.32	29.36	45.13	0.84	.	.	.	1.34
LOUISIANA	8.14	6.62	80.46	2.82	0.00	0.76	0.00	1.19
MAINE	22.30	26.13	43.55	1.05	1.05	0.00	4.88	1.05
MARYLAND	16.04	11.05	45.66	15.96	8.43	0.08	2.54	0.25
MASSACHUSETTS	4.55	1.06	38.09	6.98	23.07	.	25.64	0.61
MICHIGAN	39.46	10.12	28.74	21.31	.	0.10	0.00	0.27
MINNESOTA	39.57	26.49	29.91	3.55	0.13	0.07	0.13	0.13
MISSISSIPPI	5.57	8.85	74.75	8.52	0.00	1.97	0.00	0.33
MISSOURI	23.29	21.16	43.07	9.06	3.05	0.00	0.00	0.37
MONTANA	22.32	28.57	49.11	0.00	0.00	0.00	0.00	0.00
NEBRASKA	22.43	26.62	47.15	3.04	0.38	0.38	0.00	0.00
NEVADA	25.25	15.66	51.52	7.58	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	68.87	9.43	7.08	0.00	7.08	0.00	6.60	0.94
NEW JERSEY	4.91	4.64	24.78	26.38	37.42	0.06	0.88	0.94
NEW MEXICO	23.67	2.96	71.60	0.59	0.59	0.00	0.00	0.59
NEW YORK	13.15	4.03	46.27	17.99	13.22	0.17	4.72	0.45
NORTH CAROLINA	14.69	7.32	69.52	8.02	0.30	0.10	0.05	0.00
NORTH DAKOTA	38.64	18.18	28.41	0.00	3.41	1.14	10.23	0.00
OHIO	44.09	38.88	13.81	1.70	0.00	0.00	0.00	1.51
OKLAHOMA	24.23	16.30	57.49	0.88	0.22	0.00	0.00	0.88
OREGON	52.70	17.84	26.08	1.06	1.21	0.10	0.48	0.53
PENNSYLVANIA	8.53	12.04	61.49	8.13	9.10	0.00	0.53	0.18
PUERTO RICO	8.64	8.40	66.67	7.90	2.47	0.25	0.00	5.68
RHODE ISLAND	7.45	14.36	56.38	0.00	18.62	0.00	2.66	0.53
SOUTH CAROLINA	2.75	12.39	80.90	2.93	0.00	0.52	0.00	0.52
SOUTH DAKOTA	33.58	20.44	29.20	2.92	2.92	5.11	5.11	0.73
TENNESSEE	12.48	7.35	72.95	3.74	1.39	0.83	0.14	1.11
TEXAS	7.67	25.96	62.39	2.80	0.37	0.25	0.25	0.32
UTAH	12.63	11.58	63.68	10.79	0.00	1.05	0.00	0.26
VERMONT	69.92	8.94	14.63	0.81	0.81	0.00	1.63	3.25
VIRGINIA	5.31	10.11	69.53	11.20	1.31	0.36	1.89	0.29
WASHINGTON	19.54	20.17	57.58	0.94	1.57	0.00	0.00	0.21
WEST VIRGINIA	30.09	22.12	46.46	0.44	0.44	0.00	0.44	0.00
WISCONSIN	19.55	23.73	54.45	2.00	0.09	0.00	0.00	0.18
WYOMING	14.41	19.82	27.03	0.00	0.00	37.84	0.90	0.00
AMERICAN SAMOA	33.33	0.00	66.67	.	.	.	.	0.00
GUAM	20.00	20.00	60.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	50.00	0.00	0.00	0.00	0.00	50.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	20.00	80.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	20.00	0.00	60.00	20.00	.	.	.	.
U.S. AND OUTLYING AREAS	20.32	13.15	51.13	7.84	5.69	0.22	1.20	0.45
50 STATES, D.C. & P.R.	20.32	13.15	51.13	7.84	5.69	0.22	1.20	0.45

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

DEAF-BLINDNESS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	8	2	5	0	.	1	.	.
ALASKA	4	0	1	0	0	0	0	0
ARIZONA	0	0	0	0	0	66	0	8
ARKANSAS	1	2	2	5	0	0	3	0
CALIFORNIA	19	21	94	5	5	0	3	1
COLORADO	16	3	26	15	1	6	0	3
CONNECTICUT	21	7	12	1	20	1	7	0
DELAWARE	1	13	14	17	0	0	1	1
DISTRICT OF COLUMBIA	0	0	12	12	0	0	0	0
FLORIDA	9	1	19	4	2	8	0	0
GEORGIA	4	1	4	5	0	0	1	0
HAWAII	6	10	73	69	0	0	0	0
IDAHO	28	11	13	1	0	58	0	0
ILLINOIS	9	9	24	6	0	11	0	0
INDIANA	2	0	23	0	0	1	0	0
IOWA	11	5	25	5	.	6	0	0
KANSAS	12	6	6	0	0	1	0	0
KENTUCKY	2	6	10	.	.	.	.	.
LOUISIANA	0	4	6	0	0	5	0	0
MAINE	1	1	1	0	1	1	3	2
MARYLAND	2	0	4	3	0	0	10	0
MASSACHUSETTS	2	2	13	4	17	.	16	0
MICHIGAN	0	0	0	0	.	0	0	0
MINNESOTA	14	6	5	2	1	4	0	0
MISSISSIPPI	2	0	6	0	0	4	1	0
MISSOURI	4	4	30	10	0	1	0	0
MONTANA	6	3	6	0	0	1	0	1
NEBRASKA	3	1	2	0	0	0	0	1
NEVADA	0	0	3	0	0	0	0	0
NEW HAMPSHIRE	1	1	0	0	0	0	1	0
NEW JERSEY	2	2	5	16	10	3	0	1
NEW MEXICO	2	0	2	1	0	2	0	0
NEW YORK	3	1	3	3	0	8	1	0
NORTH CAROLINA	1	0	4	3	4	11	0	0
NORTH DAKOTA	0	0	1	1	0	1	2	0
OHIO	9	1	3	3	0	0	0	2
OKLAHOMA	3	4	9	0	0	0	0	4
OREGON	7	4	3	0	2	2	0	0
PENNSYLVANIA	8	7	11	1	0	0	0	0
PUERTO RICO	1	1	4	21	0	0	0	1
RHODE ISLAND	0	0	1	0	0	0	1	0
SOUTH CAROLINA	0	0	20	0	0	0	0	0
SOUTH DAKOTA	1	1	0	0	0	0	0	0
TENNESSEE	3	0	2	3	0	0	0	0
TEXAS	4	12	38	1	1	19	0	1
UTAH	5	3	20	101	0	4	0	2
VERMONT	2	1	0	0	0	0	0	0
VIRGINIA	0	0	3	0	0	1	0	0
WASHINGTON	1	1	20	0	0	3	0	2
WEST VIRGINIA	1	0	1	5	0	19	0	0
WISCONSIN	0	0	6	1	0	0	0	0
WYOMING	0	2	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	1	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	2	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	.	.	.	.	.
U.S. AND OUTLYING AREAS	242	161	598	324	64	248	50	30
50 STATES, D.C. & P.R.	241	159	595	324	64	248	50	30

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

DEAF-BLINDNESS

	PERCENTAGE							
	----OUTSIDE REGULAR CLASS----			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	50.00	12.50	31.25	0.00	.	6.25	.	.
ALASKA	80.00	0.00	20.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	0.00	0.00	0.00	89.19	0.00	10.81
ARKANSAS	7.69	15.38	15.38	38.46	0.00	0.00	23.08	0.00
CALIFORNIA	12.84	14.19	63.51	3.38	3.38	0.00	2.03	0.68
COLORADO	22.86	4.29	37.14	21.43	1.43	8.57	0.00	4.29
CONNECTICUT	30.43	10.14	17.39	1.45	28.99	1.45	10.14	0.00
DELAWARE	2.13	27.66	29.79	36.17	0.00	0.00	2.13	2.13
DISTRICT OF COLUMBIA	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
FLORIDA	20.93	2.33	44.19	9.30	4.65	18.60	0.00	0.00
GEORGIA	26.67	6.67	26.67	33.33	0.00	0.00	6.67	0.00
HAWAII	3.80	6.33	46.20	43.67	0.00	0.00	0.00	0.00
IDAHO	25.23	9.91	11.71	0.90	0.00	52.25	0.00	0.00
ILLINOIS	15.25	15.25	40.68	10.17	0.00	18.64	0.00	0.00
INDIANA	7.69	0.00	88.46	0.00	0.00	3.85	0.00	0.00
IOWA	21.15	9.62	48.08	9.62	.	11.54	0.00	0.00
KANSAS	48.00	24.00	24.00	0.00	0.00	4.00	0.00	0.00
KENTUCKY	11.11	33.33	55.56	.	.	.	.	.
LOUISIANA	0.00	26.67	40.00	0.00	0.00	33.33	0.00	0.00
MAINE	10.00	10.00	10.00	0.00	10.00	10.00	30.00	20.00
MARYLAND	10.53	0.00	21.05	15.79	0.00	0.00	52.63	0.00
MASSACHUSETTS	3.70	3.70	24.07	7.41	31.48	.	29.63	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	43.75	18.75	15.63	6.25	3.13	12.50	0.00	0.00
MISSISSIPPI	15.38	0.00	46.15	0.00	0.00	30.77	7.69	0.00
MISSOURI	8.16	8.16	61.22	20.41	0.00	2.04	0.00	0.00
MONTANA	35.29	17.65	35.29	0.00	0.00	5.88	0.00	5.88
NEBRASKA	42.86	14.29	28.57	0.00	0.00	0.00	0.00	14.29
NEVADA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	33.33	33.33	0.00	0.00	0.00	0.00	33.33	0.00
NEW JERSEY	5.13	5.13	12.82	41.03	25.64	7.69	0.00	2.56
NEW MEXICO	28.57	0.00	28.57	14.29	0.00	28.57	0.00	0.00
NEW YORK	15.79	5.26	15.79	15.79	0.00	42.11	5.26	0.00
NORTH CAROLINA	4.35	0.00	17.39	13.04	17.39	47.83	0.00	0.00
NORTH DAKOTA	0.00	0.00	20.00	20.00	0.00	20.00	40.00	0.00
OHIO	50.00	5.56	16.67	16.67	0.00	0.00	0.00	11.11
OKLAHOMA	15.00	20.00	45.00	0.00	0.00	0.00	0.00	20.00
OREGON	38.89	22.22	16.67	0.00	11.11	11.11	0.00	0.00
PENNSYLVANIA	29.63	25.93	40.74	3.70	0.00	0.00	0.00	0.00
PUERTO RICO	3.57	3.57	14.29	75.00	0.00	0.00	0.00	3.57
RHODE ISLAND	0.00	0.00	50.00	0.00	0.00	0.00	50.00	0.00
SOUTH CAROLINA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	37.50	0.00	25.00	37.50	0.00	0.00	0.00	0.00
TEXAS	5.26	15.79	50.00	1.32	1.32	25.00	0.00	1.32
UTAH	3.70	2.22	14.81	74.81	0.00	2.96	0.00	1.48
VERMONT	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	75.00	0.00	0.00	25.00	0.00	0.00
WASHINGTON	3.70	3.70	74.07	0.00	0.00	11.11	0.00	7.41
WEST VIRGINIA	3.85	0.00	3.85	19.23	0.00	73.08	0.00	0.00
WISCONSIN	0.00	0.00	85.71	14.29	0.00	0.00	0.00	0.00
WYOMING	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	14.09	9.38	34.83	18.87	3.73	14.44	2.91	1.75
50 STATES, D.C. & P.R.	14.09	9.29	34.77	18.94	3.74	14.49	2.92	1.75

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

TRAUMATIC BRAIN INJURY

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	73	80	38	3	.	1	1	8
ALASKA	32	30	13	0	0	0	0	0
ARIZONA	30	21	17	0	0	0	0	1
ARKANSAS	33	38	38	1	7	0	19	3
CALIFORNIA	256	262	413	14	31	0	4	30
COLORADO	115	46	34	2	0	0	2	7
CONNECTICUT	31	26	19	6	3	0	1	3
DELAWARE	2	2	1	0	0	0	0	0
DISTRICT OF COLUMBIA	1	3	3	1	0	0	0	0
FLORIDA	132	83	102	4	3	1	0	0
GEORGIA	62	103	106	1	0	0	0	1
HAWAII	14	19	15	1	0	0	0	3
IDAHO	79	31	27	1	0	0	0	0
ILLINOIS	152	155	261	38	20	3	2	3
INDIANA	170	52	140	6	0	1	12	18
IOWA	55	57	41	6	.	0	0	4
KANSAS	53	43	22	1	1	0	1	3
KENTUCKY	64	51	50	1	1	.	.	5
LOUISIANA	48	90	123	2	1	1	0	9
MAINE	24	34	36	1	2	0	1	1
MARYLAND	94	61	107	21	25	1	1	10
MASSACHUSETTS	58	27	89	24	55	.	26	18
MICHIGAN	.	0	0	0	.	0	0	0
MINNESOTA	131	85	40	20	2	0	0	1
MISSISSIPPI	20	25	39	3	0	0	2	9
MISSOURI	98	103	67	12	3	0	0	7
MONTANA	28	25	6	0	0	0	0	0
NEBRASKA	69	51	49	1	2	0	2	5
NEVADA	32	47	14	6	0	0	0	0
NEW HAMPSHIRE	46	3	3	0	3	1	1	1
NEW JERSEY	10.	15	13	2	8	2	1	3
NEW MEXICO	81	37	84	2	0	4	0	5
NEW YORK	402	200	405	63	28	2	19	20
NORTH CAROLINA	171	87	104	7	2	0	0	0
NORTH DAKOTA	23	4	0	0	0	0	0	1
OHIO	225	87	20	6	0	0	0	19
OKLAHOMA	89	78	51	1	0	2	0	11
OREGON	156	58	40	29	0	1	1	5
PENNSYLVANIA	159	294	456	15	611	1	40	3
PUERTO RICO	10	7	9	4	2	0	0	4
RHODE ISLAND	19	7	16	0	6	0	2	0
SOUTH CAROLINA	13	28	30	0	0	0	0	2
SOUTH DAKOTA	16	13	6	0	1	1	0	0
TENNESSEE	66	67	87	10	1	0	1	17
TEXAS	113	337	245	7	0	2	0	29
UTAH	100	74	114	11	0	0	0	2
VERMONT	28	7	5	2	0	1	1	1
VIRGINIA	68	98	89	0	5	2	5	9
WASHINGTON	104	98	61	1	2	0	0	1
WEST VIRGINIA	73	24	12	0	0	0	0	6
WISCONSIN	84	103	84	5	0	0	0	3
WYOMING	29	27	20	0	1	4	0	1
AMERICAN SAMOA	0	2	0	.	.	.	.	0
GUAM	2	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	4	6	0	.	.	.	1	.
U.S. AND OUTLYING AREAS	4,047	3,412	3,865	341	826	31	146	292
50 STATES, D.C. & P.R.	4,041	3,403	3,864	341	826	31	145	292

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

TRAUMATIC BRAIN INJURY

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	35.78	39.22	18.63	1.47	.	0.49	0.49	3.92
ALASKA	42.67	40.00	17.33	0.00	0.00	0.00	0.00	0.00
ARIZONA	43.48	30.43	24.64	0.00	0.00	0.00	0.00	1.45
ARKANSAS	23.74	27.34	27.34	0.72	5.04	0.00	13.67	2.16
CALIFORNIA	25.35	25.94	40.89	1.39	3.07	0.00	0.40	2.97
COLORADO	55.83	22.33	16.50	0.97	0.00	0.00	0.97	3.40
CONNECTICUT	34.83	29.21	21.35	6.74	3.37	0.00	1.12	3.37
DELAWARE	40.00	40.00	20.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	12.50	37.50	37.50	12.50	0.00	0.00	0.00	0.00
FLORIDA	40.62	25.54	31.38	1.23	0.92	0.31	0.00	0.00
GEORGIA	22.71	37.73	38.83	0.37	0.00	0.00	0.00	0.37
HAWAII	26.92	36.54	28.85	1.92	0.00	0.00	0.00	5.77
IDAHO	57.25	22.46	19.57	0.72	0.00	0.00	0.00	0.00
ILLINOIS	23.97	24.45	41.17	5.99	3.15	0.47	0.32	0.47
INDIANA	42.61	13.03	35.09	1.50	0.00	0.25	3.01	4.51
IOWA	33.74	34.97	25.15	3.68	.	0.00	0.00	2.45
KANSAS	42.74	34.68	17.74	0.81	0.81	0.00	0.81	2.42
KENTUCKY	37.21	29.65	29.07	0.58	0.58	.	.	2.91
LOUISIANA	17.52	32.85	44.89	0.73	0.36	0.36	0.00	3.28
MAINE	24.24	34.34	36.36	1.01	2.02	0.00	1.01	1.01
MARYLAND	29.38	19.06	33.44	6.56	7.81	0.31	0.31	3.13
MASSACHUSETTS	19.53	9.09	29.97	8.08	18.52	.	8.75	6.06
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	46.95	30.47	14.34	7.17	0.72	0.00	0.00	0.36
MISSISSIPPI	20.41	25.51	39.80	3.06	0.00	0.00	2.04	9.18
MISSOURI	33.79	35.52	23.10	4.14	1.03	0.00	0.00	2.41
MONTANA	47.46	42.37	10.17	0.00	0.00	0.00	0.00	0.00
NEBRASKA	38.55	28.49	27.37	0.56	1.12	0.00	1.12	2.79
NEVADA	32.32	47.47	14.14	6.06	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	79.31	5.17	5.17	0.00	5.17	1.72	1.72	1.72
NEW JERSEY	18.52	27.78	24.07	3.70	14.81	3.70	1.85	5.56
NEW MEXICO	38.03	17.37	39.44	0.94	0.00	1.88	0.00	2.35
NEW YORK	35.29	17.56	35.56	5.53	2.46	0.18	1.67	1.76
NORTH CAROLINA	46.09	23.45	28.03	1.89	0.54	0.00	0.00	0.00
NORTH DAKOTA	82.14	14.29	0.00	0.00	0.00	0.00	0.00	3.57
OHIO	63.03	24.37	5.60	1.68	0.00	0.00	0.00	5.32
OKLAHOMA	38.36	33.62	21.98	0.43	0.00	0.86	0.00	4.74
OREGON	53.79	20.00	13.79	10.00	0.00	0.34	0.34	1.72
PENNSYLVANIA	10.07	18.62	28.88	0.95	38.70	0.06	2.53	0.19
PUERTO RICO	27.78	19.44	25.00	11.11	5.56	0.00	0.00	11.11
RHODE ISLAND	38.00	14.00	32.00	0.00	12.00	0.00	4.00	0.00
SOUTH CAROLINA	17.81	38.36	41.10	0.00	0.00	0.00	0.00	2.74
SOUTH DAKOTA	43.24	35.14	16.22	0.00	2.70	2.70	0.00	0.00
TENNESSEE	26.51	26.91	34.94	4.02	0.40	0.00	0.40	6.83
TEXAS	15.42	45.98	33.42	0.95	0.00	0.27	0.00	3.96
UTAH	33.22	24.58	37.87	3.65	0.00	0.00	0.00	0.66
VERMONT	62.22	15.56	11.11	4.44	0.00	2.22	2.22	2.22
VIRGINIA	24.64	35.51	32.25	0.00	1.81	0.72	1.81	3.26
WASHINGTON	38.95	36.70	22.85	0.37	0.75	0.00	0.00	0.37
WEST VIRGINIA	63.48	20.87	10.43	0.00	0.00	0.00	0.00	5.22
WISCONSIN	30.11	36.92	30.11	1.79	0.00	0.00	0.00	1.08
WYOMING	35.37	32.93	24.39	0.00	1.22	4.88	0.00	1.22
AMERICAN SAMOA	0.00	100.00	0.00	.	.	.	.	0.00
GUAM	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	36.36	54.55	0.00	.	.	.	9.09	.
U.S. AND OUTLYING AREAS	31.23	26.33	29.82	2.63	6.37	0.24	1.13	2.25
50 STATES, D.C. & P.R.	31.22	26.29	29.85	2.63	6.38	0.24	1.12	2.26

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments
Under IDEA, Part B, During the 1998-99 School Year

DEVELOPMENTAL DELAY

	NUMBER							
	OUTSIDE REGULAR CLASS							
STATE	< 21%	21-60%	> 60%	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	372	147	93	8	.	.	.	.
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	.	.	0	.	.	.	.	.
ARKANSAS	0	0	0	0	0	0	0	0
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	.	.	.	.	.	.	.	.
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.	.	.
IDAHO	491	127	49	34	0	0	0	2
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	0	0	0	0	0	0
IOWA	.	.	.	.	.	.	.	.
KANSAS	74	21	5	1	0	0	0	1
KENTUCKY	482	185	47	1	.	.	.	4
LOUISIANA	42	15	16	0	0	0	0	0
MAINE	.	.	.	.	.	.	.	.
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	.	.	.	.	.	.	.	.
MICHIGAN	.	0	0	0	.	0	0	0
MINNESOTA	.	.	0	0	0	0	0	0
MISSISSIPPI	666	512	493	28	2	5	0	8
MISSOURI	.	.	.	.	.	.	0	0
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0	0	0	0	0	0	0	0
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	0	0	.	.	0	0	0	0
NORTH DAKOTA	4	0	4	1	0	0	0	0
OHIO	0	0	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0	0	0
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	0	0	0	0	0
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	396	396	472	2	.	.	0	2
TEXAS	.	.	.	.	.	.	.	.
UTAH	0	0	0	0	0	0	0	0
VERMONT	392	9	5	6	4	0	0	8
VIRGINIA	1,455	1,804	1,966	30	15	4	2	19
WASHINGTON	442	201	203	6	8	0	0	3
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	13	18	25	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	29	0	0	0	0	0	0	0
NORTHERN MARIANAS	9	3	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	2	0	10	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	73	10	1	.	.	.	.	.
U.S. AND OUTLYING AREAS	4,942	3,448	3,389	117	29	9	2	47
50 STATES, D.C. & P.R.	4,829	3,435	3,378	117	29	9	2	47

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

DEVELOPMENTAL DELAY

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	60.00	23.71	15.00	1.29	.	.	.	.
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	.	.	.	.	.	.	.	.
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	.	.	.	.	.	.	.	.
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.	.	.
IDAHO	69.84	18.07	6.97	4.84	0.00	0.00	0.00	0.28
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	.	.	.	.	.	.	.	.
IOWA	.	.	.	.	.	.	.	.
KANSAS	72.55	20.59	4.90	0.98	0.00	0.00	0.00	0.98
KENTUCKY	67.04	25.73	6.54	0.14	.	.	.	0.56
LOUISIANA	57.53	20.55	21.92	0.00	0.00	0.00	0.00	0.00
MAINE	.	.	.	.	.	.	.	.
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	.	.	.	.	.	.	.	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	38.86	29.87	28.76	1.63	0.12	0.29	0.00	0.47
MISSOURI	.	.	.	.	.	.	.	.
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	.	.	.	.	.	.	.	.
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.	.	.	.
NORTH DAKOTA	44.44	0.00	44.44	11.11	0.00	0.00	0.00	0.00
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	.	.	.	.	.	.	.	.
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	.	.	.	.	.	.	.	.
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	31.23	31.23	37.22	0.16	.	.	0.00	0.16
TEXAS	.	.	.	.	.	.	.	.
UTAH	.	.	.	.	.	.	.	.
VERMONT	92.45	2.12	1.18	1.42	0.94	0.00	0.00	1.89
VIRGINIA	27.48	34.07	37.13	0.57	0.28	0.08	0.04	0.36
WASHINGTON	51.22	23.29	23.52	0.70	0.93	0.00	0.00	0.35
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	23.21	32.14	44.64	0.00	0.00	0.00	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	16.67	0.00	83.33	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	86.90	11.90	1.19	.	.	.	.	.
U.S. AND OUTLYING AREAS	41.24	28.77	28.28	0.98	0.24	0.08	0.02	0.39
50 STATES, D.C. & P.R.	40.76	29.00	28.52	0.99	0.24	0.08	0.02	0.40

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	25,709	13,398	4,617	384	31	125	41	40
ALASKA	5,657	2,083	518	84	0	0	5	5
ARIZONA	24,051	11,774	5,102	210	241	180	11	55
ARKANSAS	12,101	8,090	2,851	59	183	0	149	25
CALIFORNIA	186,195	38,148	59,151	2,056	2,412	256	176	553
COLORADO	26,389	3,706	2,110	221	92	13	112	84
CONNECTICUT	20,540	6,540	4,845	324	516	9	83	24
DELAWARE	2,994	3,843	788	217	6	1	6	29
DISTRICT OF COLUMBIA	499	1,229	894	313	619	0	8	0
FLORIDA	98,526	33,932	30,787	542	293	254	8	205
GEORGIA	35,844	24,825	17,138	439	7	122	23	51
HAWAII	1,484	6,576	1,085	44	21	0	6	14
IDAHO	9,458	2,582	563	86	54	33	0	14
ILLINOIS	65,569	30,007	31,028	2,192	1.268	102	53	77
INDIANA	50,219	7,999	11,998	170	1	232	69	71
IOWA	16,962	9,393	3,412	312	.	52	18	41
KANSAS	18,680	4,620	2,112	192	62	6	9	22
KENTUCKY	24,762	9,923	4,157	122	25	87	57	159
LOUISIANA	19,093	10,035	10,634	149	17	140	0	131
MAINE	8,784	4,152	1,650	64	57	2	38	31
MARYLAND	26,888	10,500	11,412	1,417	771	195	52	70
MASSACHUSETTS	52,576	8,255	9,778	598	1,165	40	143	198
MICHIGAN	60,935	16,864	13,516	2,580	.	77	6	409
MINNESOTA	34,316	7,970	2,456	612	75	74	87	49
MISSISSIPPI	17.868	5,378	4,075	121	118	113	8	71
MISSOURI	33,877	17,350	7,473	790	249	31	6	68
MONTANA	5.456	2,215	547	14	8	31	30	11
NEBRASKA	12,813	4,223	1,837	249	59	6	7	126
NEVADA	8,754	5,104	1,508	194	1	0	1	23
NEW HAMPSHIRE	9,410	1,538	255	1	74	2	87	22
NEW JERSEY	56,715	17,901	20,477	2,707	3,119	15	7	198
NEW MEXICO	10,603	5,399	5,615	38	3	48	7	47
NEW YORK	82,701	22,699	59,805	5,670	3,596	499	850	399
NORTH CAROLINA	56,617	12,531	11,214	611	167	153	46	14
NORTH DAKOTA	5.058	517	213	18	5	14	8	6
OHIO	73,205	20,538	4,965	2,500	0	36	0	339
OKLAHOMA	20,774	11,364	3,902	91	25	68	8	78
OREGON	28,822	3,606	1,952	288	264	62	61	68
PENNSYLVANIA	39,343	33,692	22,356	1,146	1,326	230	84	94
PUERTO RICO	13,788	5,339	3,718	179	320	0	1	259
RHODE ISLAND	7,172	2,222	3,295	46	208	0	39	23
SOUTH CAROLINA	24,058	15,859	9,854	215	77	74	9	70
SOUTH DAKOTA	5,642	1,492	306	14	18	26	42	6
TENNESSEE	33,511	15,137	8,161	338	67	46	2	272
TEXAS	78,718	105,927	27,982	581	39	41	3	987
UTAH	13,604	7,545	3.969	634	0	1	0	79
VERMONT	4,538	265	85	33	41	1	20	38
VIRGINIA	33,738	18,688	15,856	452	225	71	33	137
WASHINGTON	33,168	13,821	5,907	141	99	66	1	73
WEST VIRGINIA	13,747	6,292	2,632	38	3	30	2	31
WISCONSIN	23,800	17,558	7,493	237	42	72	14	53
WYOMING	3,621	1,581	295	6	20	9	7	5
AMERICAN SAMOA	131	119	16	.	.	.	.	2
GUAM	372	398	55	0	0	0	0	0
NORTHERN MARIANAS	138	36	6	0	0	0	0	1
PALAU	15	13	5	0	0	0	0	1
VIRGIN ISLANDS	285	120	222	0	0	0	2	1
BUR. OF INDIAN AFFAIRS	1,991	720	282	6	0	1	11	1
U.S. AND OUTLYING AREAS	1,582,284	653,631	468.935	30,745	18,089	3,746	2,566	5,960
50 STATES, D.C. & P.R.	1,579,352	652,225	468,349	30,739	18,089	3,745	2,553	5.954

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	57.97	30.21	10.41	0.87	0.07	0.28	0.09	0.09
ALASKA	67.73	24.94	6.20	1.01	0.00	0.00	0.06	0.06
ARIZONA	57.78	28.29	12.26	0.50	0.58	0.43	0.03	0.13
ARKANSAS	51.59	34.49	12.15	0.25	0.78	0.00	0.64	0.11
CALIFORNIA	64.44	13.20	20.47	0.71	0.83	0.09	0.06	0.19
COLORADO	80.63	11.32	6.45	0.68	0.28	0.04	0.34	0.26
CONNECTICUT	62.47	19.89	14.73	0.99	1.57	0.03	0.25	0.07
DELAWARE	37.98	48.74	9.99	2.75	0.08	0.01	0.08	0.37
DISTRICT OF COLUMBIA	14.01	34.50	25.10	8.79	17.38	0.00	0.22	0.00
FLORIDA	59.88	20.62	18.71	0.33	0.18	0.15	0.00	0.12
GEORGIA	45.69	31.64	21.85	0.56	0.01	0.16	0.03	0.07
HAWAII	16.08	71.25	11.76	0.48	0.23	0.00	0.07	0.15
IDAHO	73.95	20.19	4.40	0.67	0.42	0.26	0.00	0.11
ILLINOIS	50.32	23.03	23.81	1.68	0.97	0.08	0.04	0.06
INDIANA	70.97	11.30	16.96	0.24	0.00	0.33	0.10	0.10
IOWA	56.18	31.11	11.30	1.03	.	0.17	0.06	0.14
KANSAS	72.68	17.97	8.22	0.75	0.24	0.02	0.04	0.09
KENTUCKY	63.02	25.25	10.58	0.31	0.06	0.22	0.15	0.40
LOUISIANA	47.50	24.96	26.45	0.37	0.04	0.35	0.00	0.33
MAINE	59.44	28.10	11.17	0.43	0.39	0.01	0.26	0.21
MARYLAND	52.41	20.47	22.24	2.76	1.50	0.38	0.10	0.14
MASSACHUSETTS	72.27	11.35	13.44	0.82	1.60	0.05	0.20	0.27
MICHIGAN	64.56	17.87	14.32	2.73	.	0.08	0.01	0.43
MINNESOTA	75.17	17.46	5.38	1.34	0.16	0.16	0.21	0.11
MISSISSIPPI	64.38	19.38	14.68	0.44	0.43	0.41	0.03	0.26
MISSOURI	56.61	28.99	12.49	1.32	0.42	0.05	0.01	0.11
MONTANA	65.64	26.65	6.58	0.17	0.10	0.37	0.36	0.13
NEBRASKA	66.32	21.86	9.51	1.29	0.31	0.03	0.04	0.65
NEVADA	56.17	32.75	9.68	1.24	0.01	0.00	0.01	0.15
NEW HAMPSHIRE	82.62	13.50	2.24	0.01	0.65	0.02	0.76	0.19
NEW JERSEY	56.08	17.70	20.25	2.68	3.08	0.01	0.01	0.20
NEW MEXICO	48.73	24.81	25.80	0.17	0.01	0.22	0.03	0.22
NEW YORK	46.93	12.88	33.94	3.22	2.04	0.28	0.48	0.23
NORTH CAROLINA	69.59	15.40	13.78	0.75	0.21	0.19	0.06	0.02
NORTH DAKOTA	86.62	8.85	3.65	0.31	0.09	0.24	0.14	0.10
OHIO	72.06	20.22	4.89	2.46	0.00	0.04	0.00	0.33
OKLAHOMA	57.21	31.30	10.75	0.25	0.07	0.19	0.02	0.21
OREGON	82.06	10.27	5.56	0.82	0.75	0.18	0.17	0.19
PENNSYLVANIA	40.04	34.28	22.75	1.17	1.35	0.23	0.09	0.10
PUERTO RICO	58.41	22.62	15.75	0.76	1.36	0.00	0.00	1.10
RHODE ISLAND	55.15	17.09	25.34	0.35	1.60	0.00	0.30	0.18
SOUTH CAROLINA	47.91	31.58	19.62	0.43	0.15	0.15	0.02	0.14
SOUTH DAKOTA	74.77	19.77	4.06	0.19	0.24	0.34	0.56	0.08
TENNESSEE	58.25	26.31	14.18	0.59	0.12	0.08	0.00	0.47
TEXAS	36.74	49.43	13.06	0.27	0.02	0.02	0.00	0.46
UTAH	52.66	29.21	15.36	2.45	0.00	0.00	0.00	0.31
VERMONT	90.38	5.28	1.69	0.66	0.82	0.02	0.40	0.76
VIRGINIA	48.75	27.01	22.91	0.65	0.33	0.10	0.05	0.20
WASHINGTON	62.26	25.94	11.09	0.26	0.19	0.12	0.00	0.14
WEST VIRGINIA	60.36	27.63	11.56	0.17	0.01	0.13	0.01	0.14
WISCONSIN	48.31	35.64	15.21	0.48	0.09	0.15	0.03	0.11
WYOMING	65.31	28.52	5.32	0.11	0.36	0.16	0.13	0.09
AMERICAN SAMOA	48.88	44.40	5.97	.	.	.	.	0.75
GUAM	45.09	48.24	6.67	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	76.24	19.89	3.31	0.00	0.00	0.00	0.00	0.55
PALAU	44.12	38.24	14.71	0.00	0.00	0.00	0.00	2.94
VIRGIN ISLANDS	45.24	19.05	35.24	0.00	0.00	0.00	0.32	0.16
BUR. OF INDIAN AFFAIRS	66.10	23.90	9.36	0.20	0.00	0.03	0.37	0.03
U.S. AND OUTLYING AREAS	57.21	23.63	16.95	1.11	0.65	0.14	0.09	0.22
50 STATES, D.C. & P.R.	57.20	23.62	16.96	1.11	0.66	0.14	0.09	0.22

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB3

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

SPECIFIC LEARNING DISABILITIES

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	7,585	7,725	452	13	2	1	6	3
ALASKA	2,498	1,491	61	8	0	0	0	0
ARIZONA	9,966	9,126	1,206	3	10	0	1	4
ARKANSAS	3,145	3,928	276	0	7	0	5	3
CALIFORNIA	78,439	29,836	28,793	186	472	0	18	77
COLORADO	12,056	1,938	250	5	5	0	6	4
CONNECTICUT	9,165	3,537	1,629	32	90	1	10	2
DELAWARE	1,531	2,648	324	32	1	0	1	7
DISTRICT OF COLUMBIA	399	754	260	68	225	0	0	0
FLORIDA	26,160	27,525	9,655	6	34	29	1	5
GEORGIA	8,117	9,451	2,405	3	1	5	0	2
HAWAII	655	3,314	187	5	10	0	1	4
IDAHO	5,060	1,501	56	7	6	0	0	2
ILLINOIS	14,352	24,689	13,447	88	35	3	1	8
INDIANA	12,051	5,639	2,850	1	0	4	1	4
IOWA	7,138	5,283	949	41	.	8	5	7
KANSAS	5,387	2,497	270	3	3	1	0	3
KENTUCKY	3,686	3,854	420	1	2	3	4	10
LOUISIANA	2,649	5,881	3,510	1	2	5	0	6
MAINE	2,815	1,961	195	0	3	0	3	4
MARYLAND	8,598	5,699	3,327	34	44	1	0	16
MASSACHUSETTS	36,269	5,905	3,672	100	159	0	15	10
MICHIGAN	17,725	12,192	4,335	183	.	9	2	61
MINNESOTA	12,795	3,635	258	57	17	1	6	4
MISSISSIPPI	2,463	3,912	1,774	13	10	2	1	5
MISSOURI	11,957	10,639	1,799	24	3	0	0	7
MONTANA	2,003	1,655	105	1	1	0	4	0
NEBRASKA	3,691	2,023	186	9	3	0	0	5
NEVADA	3,431	4,281	522	4	0	0	1	4
NEW HAMPSHIRE	4,060	764	91	0	9	0	8	1
NEW JERSEY	15,910	15,238	12,210	349	482	0	0	35
NEW MEXICO	4,327	3,860	2,700	10	0	3	0	3
NEW YORK	41,188	13,487	24,382	247	461	14	110	35
NORTH CAROLINA	22,377	5,925	1,404	9	12	1	0	1
NORTH DAKOTA	1,870	154	5	0	1	0	0	0
OHIO	23,980	4,357	589	26	0	0	0	12
OKLAHOMA	7,350	7,495	642	9	6	2	3	5
OREGON	12,328	1,896	180	23	29	2	3	13
PENNSYLVANIA	8,188	23,120	10,314	82	0	7	1	2
PUERTO RICO	7,378	3,045	738	0	82	0	0	3
RHODE ISLAND	3,335	1,469	1,864	0	19	0	4	3
SOUTH CAROLINA	3,907	11,148	3,201	0	10	0	2	10
SOUTH DAKOTA	2,173	887	21	1	0	0	4	0
TENNESSEE	10,891	9,191	1,644	17	4	0	0	24
TEXAS	14,974	78,756	7,720	38	0	1	1	54
UTAH	5,779	5,891	1,346	15	0	0	0	13
VERMONT	1,730	87	2	3	2	0	2	4
VIRGINIA	7,629	13,039	4,462	7	41	1	2	15
WASHINGTON	12,171	8,207	1,025	9	5	0	0	2
WEST VIRGINIA	2,979	3,396	576	0	0	0	0	0
WISCONSIN	6,393	11,707	1,227	11	5	3	1	7
WYOMING	1,180	920	38	1	3	0	2	0
AMERICAN SAMOA	103	95	0	.	.	.	.	0
GUAM	170	300	38	0	0	0	0	0
NORTHERN MARIANAS	88	21	0	0	0	0	0	0
PALAU	8	7	2	0	0	0	0	0
VIRGIN ISLANDS	69	120	0	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	731	509	184	.	0	0	1	0
U.S. AND OUTLYING AREAS	535,052	427,610	159,778	1,785	2,316	107	236	510
50 STATES, D.C. & P.R.	533,883	426,558	159,554	1,785	2,316	107	235	509

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Table AB3

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

SPECIFIC LEARNING DISABILITIES

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	48.05	48.93	2.86	0.08	0.01	0.01	0.04	0.02
ALASKA	61.56	36.74	1.50	0.20	0.00	0.00	0.00	0.00
ARIZONA	49.05	44.92	5.94	0.01	0.05	0.00	0.00	0.02
ARKANSAS	42.71	53.34	3.75	0.00	0.10	0.00	0.07	0.04
CALIFORNIA	56.91	21.65	20.89	0.13	0.34	0.00	0.01	0.06
COLORADO	84.52	13.59	1.75	0.04	0.04	0.00	0.04	0.03
CONNECTICUT	63.36	24.45	11.26	0.22	0.62	0.01	0.07	0.01
DELAWARE	33.69	58.27	7.13	0.70	0.02	0.00	0.02	0.15
DISTRICT OF COLUMBIA	23.39	44.20	15.24	3.99	13.19	0.00	0.00	0.00
FLORIDA	41.25	43.40	15.23	0.01	0.05	0.05	0.00	0.01
GEORGIA	40.62	47.29	12.03	0.02	0.01	0.03	0.00	0.01
HAWAII	15.68	79.36	4.48	0.12	0.24	0.00	0.02	0.10
IDAHO	76.30	22.53	0.84	0.11	0.09	0.00	0.00	0.03
ILLINOIS	27.27	46.92	25.55	0.17	0.07	0.01	0.00	0.02
INDIANA	58.64	27.44	13.87	0.00	0.00	0.02	0.00	0.02
IOWA	53.15	39.33	7.07	0.31	.	0.06	0.04	0.05
KANSAS	65.98	30.59	3.31	0.04	0.04	0.01	0.00	0.04
KENTUCKY	46.19	48.30	5.26	0.01	0.03	0.04	0.05	0.13
LOUISIANA	21.98	48.79	29.12	0.01	0.02	0.04	0.00	0.05
MAINE	56.51	39.37	3.91	0.00	0.06	0.00	0.06	0.08
MARYLAND	48.52	32.16	18.78	0.19	0.25	0.01	0.00	0.09
MASSACHUSETTS	78.62	12.80	7.96	0.22	0.34	0.00	0.03	0.02
MICHIGAN	51.37	35.33	12.56	0.53	.	0.03	0.01	0.18
MINNESOTA	76.28	21.67	1.54	0.34	0.10	0.01	0.04	0.02
MISSISSIPPI	30.11	47.82	21.69	0.16	0.12	0.02	0.01	0.06
MISSOURI	48.95	43.55	7.36	0.10	0.01	0.00	0.00	0.03
MONTANA	53.14	43.91	2.79	0.03	0.03	0.00	0.11	0.00
NEBRASKA	62.38	34.19	3.14	0.15	0.05	0.00	0.00	0.08
NEVADA	41.62	51.93	6.33	0.05	0.00	0.00	0.01	0.05
NEW HAMPSHIRE	82.30	15.49	1.84	0.00	0.18	0.00	0.16	0.02
NEW JERSEY	35.98	34.46	27.61	0.79	1.09	0.00	0.00	0.08
NEW MEXICO	39.69	35.40	24.76	0.09	0.00	0.03	0.00	0.03
NEW YORK	51.53	16.87	30.51	0.31	0.58	0.02	0.14	0.04
NORTH CAROLINA	75.27	19.93	4.72	0.03	0.04	0.00	0.00	0.00
NORTH DAKOTA	92.12	7.59	0.25	0.00	0.05	0.00	0.00	0.00
OHIO	82.79	15.04	2.03	0.09	0.00	0.00	0.00	0.04
OKLAHOMA	47.38	48.32	4.14	0.06	0.04	0.01	0.02	0.03
OREGON	85.17	13.10	1.24	0.16	0.20	0.01	0.02	0.09
PENNSYLVANIA	19.63	55.43	24.73	0.20	0.00	0.02	0.00	0.00
PUERTO RICO	65.61	27.08	6.56	0.00	0.73	0.00	0.00	0.03
RHODE ISLAND	49.82	21.95	27.85	0.00	0.28	0.00	0.06	0.04
SOUTH CAROLINA	21.38	60.99	17.51	0.00	0.05	0.00	0.01	0.05
SOUTH DAKOTA	70.41	28.74	0.68	0.03	0.00	0.00	0.13	0.00
TENNESSEE	50.03	42.22	7.55	0.08	0.02	0.00	0.00	0.11
TEXAS	14.75	77.56	7.60	0.04	0.00	0.00	0.00	0.05
UTAH	44.30	45.16	10.32	0.11	0.00	0.00	0.00	0.10
VERMONT	94.54	4.75	0.11	0.16	0.11	0.00	0.11	0.22
VIRGINIA	30.28	51.75	17.71	0.03	0.16	0.00	0.01	0.06
WASHINGTON	56.82	38.32	4.79	0.04	0.02	0.00	0.00	0.01
WEST VIRGINIA	42.86	48.86	8.29	0.00	0.00	0.00	0.00	0.00
WISCONSIN	33.03	60.49	6.34	0.06	0.03	0.02	0.01	0.04
WYOMING	55.04	42.91	1.77	0.05	0.14	0.00	0.09	0.00
AMERICAN SAMOA	52.02	47.98	0.00	.	.	.	.	0.00
GUAM	33.46	59.06	7.48	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	80.73	19.27	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	47.06	41.18	11.76	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	36.32	63.16	0.00	0.00	0.00	0.00	0.00	0.53
BUR. OF INDIAN AFFAIRS	51.30	35.72	12.91	.	0.00	0.00	0.07	0.00
U.S. AND OUTLYING AREAS	47.46	37.93	14.17	0.16	0.21	0.01	0.02	0.05
50 STATES, D.C. & P.R.	47.46	37.92	14.18	0.16	0.21	0.01	0.02	0.05

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3.

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	14,219	519	76	4	.	.	0	11
ALASKA	2,679	179	32	0	0	0	0	1
ARIZONA	11,840	987	212	1	0	0	0	2
ARKANSAS	7,358	525	96	0	19	0	0	0
CALIFORNIA	95,630	3,642	5,459	61	55	0	4	25
COLORADO	8,959	480	133	3	2	0	1	8
CONNECTICUT	7,914	1,265	591	7	14	0	2	1
DELAWARE	1,172	371	3	0	5	0	0	0
DISTRICT OF COLUMBIA	64	148	28	0	39	0	0	0
FLORIDA	59,834	1,469	1,882	20	43	48	0	3
GEORGIA	22,003	5,448	288	6	2	17	0	1
HAWAII	295	1,609	112	1	0	0	0	1
IDAHO	2,931	273	34	10	29	0	0	0
ILLINOIS	46,291	885	1,741	72	6	5	0	3
INDIANA	32,718	26	24	0	0	0	1	4
IOWA	5,089	171	37	3	.	0	0	18
KANSAS	9,991	339	98	1	4	0	0	2
KENTUCKY	16,478	113	23	0	6	3	3	5
LOUISIANA	13,996	1,186	286	0	1	3	0	4
MAINE	4,504	891	189	2	6	0	0	5
MARYLAND	15,247	2,721	2,450	82	43	0	2	14
MASSACHUSETTS	11,954	550	762	10	31	.	6	9
MICHIGAN	32,333	618	370	257	.	17	1	197
MINNESOTA	12,853	493	77	53	6	0	29	11
MISSISSIPPI	14,247	137	58	7	89	0	0	5
MISSOURI	18,056	3,020	458	4	4	0	1	0
MONTANA	2,893	43	25	0	0	0	0	1
NEBRASKA	6,948	510	523	160	25	3	0	38
NEVADA	4,499	37	121	0	1	0	0	0
NEW HAMPSHIRE	3,008	419	66	0	6	0	3	1
NEW JERSEY	38,810	1,046	1,668	86	72	0	0	7
NEW MEXICO	4,999	964	1,049	0	0	1	0	1
NEW YORK	28,914	4,326	12,136	240	231	3	68	17
NORTH CAROLINA	25,313	105	145	2	19	3	5	0
NORTH DAKOTA	2,510	104	63	6	3	0	0	2
OHIO	38,258	0	0	0	0	0	0	0
OKLAHOMA	11,530	1,184	78	0	12	1	0	2
OREGON	12,292	512	245	26	43	2	2	9
PENNSYLVANIA	28,428	4,729	361	11	0	0	0	11
PUERTO RICO	3,703	1,220	118	0	72	0	0	5
RHODE ISLAND	3,165	391	269	0	5	0	0	3
SOUTH CAROLINA	18,682	424	26	0	57	0	1	1
SOUTH DAKOTA	2,957	78	3	0	0	1	0	1
TENNESSEE	18,843	1,838	605	8	2	0	0	8
TEXAS	57,400	4,509	837	5	0	0	0	19
UTAH	6,515	639	391	0	0	0	0	0
VERMONT	1,024	68	15	2	5	0	1	7
VIRGINIA	21,630	162	180	13	22	0	1	32
WASHINGTON	14,806	271	164	1	10	0	0	9
WEST VIRGINIA	9,444	727	26	1	0	0	0	9
WISCONSIN	13,665	513	801	22	19	1	3	6
WYOMING	2,046	241	16	0	13	2	1	2
AMERICAN SAMOA	17	0	0	.	.	.	.	0
GUAM	142	22	0	0	0	0	0	0
NORTHERN MARIANAS	7	0	0	0	0	0	0	0
PALAU	2	3	0	0	0	0	0	1
VIRGIN ISLANDS	185	0	65	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	925	24	4	0	.	.	.	.
U.S. AND OUTLYING AREAS	852,215	53,174	35,519	1,187	1,021	110	135	522
50 STATES, D.C. & P.R.	850,937	53,125	35,450	1,187	1,021	110	135	521

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	95.89	3.50	0.51	0.03	.	.	0.00	0.07
ALASKA	92.67	6.19	1.11	0.00	0.00	0.00	0.00	0.03
ARIZONA	90.78	7.57	1.63	0.01	0.00	0.00	0.00	0.02
ARKANSAS	92.00	6.56	1.20	0.00	0.24	0.00	0.00	0.00
CALIFORNIA	91.18	3.47	5.21	0.06	0.05	0.00	0.00	0.02
COLORADO	93.46	5.01	1.39	0.03	0.02	0.00	0.01	0.08
CONNECTICUT	80.80	12.92	6.03	0.07	0.14	0.00	0.02	0.01
DELAWARE	75.56	23.92	0.19	0.00	0.32	0.00	0.00	0.00
DISTRICT OF COLUMBIA	22.94	53.05	10.04	0.00	13.98	0.00	0.00	0.00
FLORIDA	94.53	2.32	2.97	0.03	0.07	0.08	0.00	0.00
GEORGIA	79.25	19.62	1.04	0.02	0.01	0.06	0.00	0.00
HAWAII	14.62	79.73	5.55	0.05	0.00	0.00	0.00	0.05
IDAHO	89.44	8.33	1.04	0.31	0.88	0.00	0.00	0.00
ILLINOIS	94.47	1.81	3.55	0.15	0.01	0.01	0.00	0.01
INDIANA	99.83	0.08	0.07	0.00	0.00	0.00	0.00	0.01
IOWA	95.69	3.22	0.70	0.06	.	0.00	0.00	0.34
KANSAS	95.75	3.25	0.94	0.01	0.04	0.00	0.00	0.02
KENTUCKY	99.08	0.68	0.14	0.00	0.04	0.02	0.02	0.03
LOUISIANA	90.44	7.66	1.85	0.00	0.01	0.02	0.00	0.03
MAINE	80.47	15.92	3.38	0.04	0.11	0.00	0.00	0.09
MARYLAND	74.16	13.24	11.92	0.40	0.21	0.00	0.01	0.07
MASSACHUSETTS	89.73	4.13	5.72	0.08	0.23	.	0.05	0.07
MICHIGAN	95.68	1.83	1.09	0.76	.	0.05	0.00	0.58
MINNESOTA	95.05	3.65	0.57	0.39	0.04	0.00	0.21	0.08
MISSISSIPPI	97.96	0.94	0.40	0.05	0.61	0.00	0.00	0.03
MISSOURI	83.81	14.02	2.13	0.02	0.02	0.00	0.00	0.00
MONTANA	97.67	1.45	0.84	0.00	0.00	0.00	0.00	0.03
NEBRASKA	84.66	6.21	6.37	1.95	0.30	0.04	0.00	0.46
NEVADA	96.59	0.79	2.60	0.00	0.02	0.00	0.00	0.00
NEW HAMPSHIRE	85.87	11.96	1.88	0.00	0.17	0.00	0.09	0.03
NEW JERSEY	93.09	2.51	4.00	0.21	0.17	0.00	0.00	0.02
NEW MEXICO	71.27	13.74	14.96	0.00	0.00	0.01	0.00	0.01
NEW YORK	62.95	9.42	26.42	0.52	0.50	0.01	0.15	0.04
NORTH CAROLINA	98.91	0.41	0.57	0.01	0.07	0.01	0.02	0.00
NORTH DAKOTA	93.38	3.87	2.34	0.22	0.11	0.00	0.00	0.07
OHIO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	90.03	9.24	0.61	0.00	0.09	0.01	0.00	0.02
OREGON	93.61	3.90	1.87	0.20	0.33	0.02	0.02	0.07
PENNSYLVANIA	84.76	14.10	1.08	0.03	0.00	0.00	0.00	0.03
PUERTO RICO	72.35	23.84	2.31	0.00	1.41	0.00	0.00	0.10
RHODE ISLAND	82.57	10.20	7.02	0.00	0.13	0.00	0.00	0.08
SOUTH CAROLINA	97.35	2.21	0.14	0.00	0.30	0.00	0.01	0.01
SOUTH DAKOTA	97.27	2.57	0.10	0.00	0.00	0.03	0.00	0.03
TENNESSEE	88.45	8.63	2.84	0.04	0.01	0.00	0.00	0.04
TEXAS	91.44	7.18	1.33	0.01	0.00	0.00	0.00	0.03
UTAH	86.35	8.47	5.18	0.00	0.00	0.00	0.00	0.00
VERMONT	91.27	6.06	1.34	0.18	0.45	0.00	0.09	0.62
VIRGINIA	98.14	0.74	0.82	0.06	0.10	0.00	0.00	0.15
WASHINGTON	97.02	1.78	1.07	0.01	0.07	0.00	0.00	0.06
WEST VIRGINIA	92.52	7.12	0.25	0.01	0.00	0.00	0.00	0.09
WISCONSIN	90.92	3.41	5.33	0.15	0.13	0.01	0.02	0.04
WYOMING	88.15	10.38	0.69	0.00	0.56	0.09	0.04	0.09
AMERICAN SAMOA	100.00	0.00	0.00	.	.	.	.	0.00
GUAM	86.59	13.41	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	33.33	50.00	0.00	0.00	0.00	0.00	0.00	16.67
VIRGIN ISLANDS	74.00	0.00	26.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	97.06	2.52	0.42	0.00	.	.	.	.
U.S. AND OUTLYING AREAS	90.29	5.63	3.76	0.13	0.11	0.01	0.01	0.06
50 STATES, D.C. & P.R.	90.29	5.64	3.76	0.13	0.11	0.01	0.01	0.06

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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MENTAL RETARDATION

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	1,257	3,419	2,769	132	2	1	13	8
ALASKA	56	115	141	3	0	0	0	0
ARIZONA	316	754	1,800	54	41	0	1	4
ARKANSAS	484	2,190	1,619	5	62	0	16	3
CALIFORNIA	1,270	1,504	10,378	499	150	0	5	124
COLORADO	553	303	356	5	1	0	0	4
CONNECTICUT	175	305	934	50	17	0	3	1
DELAWARE	90	476	245	50	0	0	0	1
DISTRICT OF COLUMBIA	7	204	168	85	81	0	3	0
FLORIDA	4,212	1,859	9,337	301	20	2	0	10
GEORGIA	863	3,252	8,064	61	0	26	3	22
HAWAII	120	692	343	2	0	0	1	1
IDAHO	297	387	159	2	3	0	0	2
ILLINOIS	892	588	8,344	626	331	3	9	6
INDIANA	2,001	1,579	5,718	65	1	1	10	18
IOWA	2,608	2,563	1,385	85	.	4	1	4
KANSAS	610	691	818	2	4	1	2	0
KENTUCKY	1,858	3,505	1,721	5	0	1	0	40
LOUISIANA	679	739	3,368	51	9	13	0	26
MAINE	35	131	193	1	9	0	0	1
MARYLAND	229	424	1,651	258	37	0	1	6
MASSACHUSETTS	1,683	1,103	2,775	48	111	.	18	8
MICHIGAN	2,203	1,638	4,946	736	.	3	0	22
MINNESOTA	1,105	1,863	902	83	1	3	2	10
MISSISSIPPI	168	494	1,140	22	1	6	0	4
MISSOURI	351	1,345	3,001	434	11	0	0	17
MONTANA	119	200	162	0	0	0	1	2
NEBRASKA	716	996	424	35	10	0	3	15
NEVADA	73	240	322	39	0	0	0	3
NEW HAMPSHIRE	210	61	17	0	1	0	4	0
NEW JERSEY	68	90	1,052	206	143	0	0	9
NEW MEXICO	158	88	489	1	0	0	0	3
NEW YORK	452	437	4,252	367	157	0	38	26
NORTH CAROLINA	2,633	3,917	5,263	271	81	0	9	1
NORTH DAKOTA	184	150	66	4	0	1	2	0
OHIO	6,311	11,389	1,725	39	0	0	0	9
OKLAHOMA	489	1,668	1,516	8	1	4	1	4
OREGON	615	402	431	14	2	0	15	8
PENNSYLVANIA	645	3,519	6,476	324	58	7	6	9
PUERTO RICO	1,521	625	2,013	91	28	0	1	34
RHODE ISLAND	11	27	407	0	23	0	2	1
SOUTH CAROLINA	464	2,166	4,551	98	3	5	3	21
SOUTH DAKOTA	154	308	84	0	1	1	1	0
TENNESSEE	503	1,851	3,069	49	10	2	0	9
TEXAS	188	2,304	6,519	98	8	0	0	33
UTAH	86	228	971	10	0	0	0	1
VERMONT	397	47	20	2	2	0	1	5
VIRGINIA	92	725	4,196	39	8	2	0	23
WASHINGTON	567	1,261	1,215	10	5	0	0	3
WEST VIRGINIA	388	1,483	1,601	12	0	0	0	11
WISCONSIN	452	1,935	2,728	115	3	11	1	13
WYOMING	31	126	98	0	0	1	0	1
AMERICAN SAMOA	7	11	8	.	.	.	.	0
GUAM	3	22	5	0	0	0	0	0
NORTHERN MARIANAS	6	7	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	13	0	85	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	48	67	32	6	.	1	.	.
U.S. AND OUTLYING AREAS	41,726	68,473	122,072	5,503	1,436	99	176	586
50 STATES, D.C. & P.R.	41,649	68,366	121,942	5,497	1,436	98	176	586

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MENTAL RETARDATION

	PERCENTAGE								
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%						
ALABAMA	16.54	44.98	36.43	1.74	0.03	0.01	0.17	0.11
ALASKA	17.78	36.51	44.76	0.95	0.00	0.00	0.00	0.00
ARIZONA	10.64	25.39	60.61	1.82	1.38	0.00	0.03	0.13
ARKANSAS	11.05	50.01	36.97	0.11	1.42	0.00	0.37	0.07
CALIFORNIA	9.12	10.80	74.50	3.58	1.08	0.00	0.04	0.89
COLORADO	45.25	24.80	29.13	0.41	0.08	0.00	0.00	0.33
CONNECTICUT	11.78	20.54	62.90	3.37	1.14	0.00	0.20	0.07
DELAWARE	10.44	55.22	28.42	5.80	0.00	0.00	0.00	0.12
DISTRICT OF COLUMBIA	1.28	37.23	30.66	15.51	14.78	0.00	0.55	0.00
FLORIDA	26.76	11.81	59.32	1.91	0.13	0.01	0.00	0.06
GEORGIA	7.02	26.46	65.61	0.50	0.00	0.21	0.02	0.18
HAWAII	10.35	59.71	29.59	0.17	0.00	0.00	0.09	0.09
IDAHO	34.94	45.53	18.71	0.24	0.35	0.00	0.00	0.24
ILLINOIS	8.26	5.44	77.27	5.80	3.07	0.03	0.08	0.06
INDIANA	21.30	16.81	60.88	0.69	0.01	0.01	0.11	0.19
IOWA	39.22	38.54	20.83	1.28	.	0.06	0.02	0.06
KANSAS	28.67	32.47	38.44	0.09	0.19	0.05	0.09	0.00
KENTUCKY	26.06	49.16	24.14	0.07	0.00	0.01	0.00	0.56
LOUISIANA	13.90	15.13	68.95	1.04	0.18	0.27	0.00	0.53
MAINE	9.46	35.41	52.16	0.27	2.43	0.00	0.00	0.27
MARYLAND	8.79	16.27	63.35	9.90	1.42	0.00	0.04	0.23
MASSACHUSETTS	29.29	19.20	48.29	0.84	1.93	.	0.31	0.14
MICHIGAN	23.07	17.16	51.80	7.71	.	0.03	0.00	0.23
MINNESOTA	27.84	46.94	22.73	2.09	0.03	0.08	0.05	0.25
MISSISSIPPI	9.16	26.92	62.13	1.20	0.05	0.33	0.00	0.22
MISSOURI	6.80	26.07	58.17	8.41	0.21	0.00	0.00	0.33
MONTANA	24.59	41.32	33.47	0.00	0.00	0.00	0.21	0.41
NEBRASKA	32.56	45.29	19.28	1.59	0.45	0.00	0.14	0.68
NEVADA	10.78	35.45	47.56	5.76	0.00	0.00	0.00	0.44
NEW HAMPSHIRE	71.67	20.82	5.80	0.00	0.34	0.00	1.37	0.00
NEW JERSEY	4.34	5.74	67.09	13.14	9.12	0.00	0.00	0.57
NEW MEXICO	21.38	11.91	66.17	0.14	0.00	0.00	0.00	0.41
NEW YORK	7.89	7.63	74.22	6.41	2.74	0.00	0.66	0.45
NORTH CAROLINA	21.63	32.17	43.23	2.23	0.67	0.00	0.07	0.01
NORTH DAKOTA	45.21	36.86	16.22	0.98	0.00	0.25	0.49	0.00
OHIO	32.41	58.49	8.86	0.20	0.00	0.00	0.00	0.05
OKLAHOMA	13.25	45.19	41.07	0.22	0.03	0.11	0.03	0.11
OREGON	41.36	27.03	28.98	0.94	0.13	0.00	1.01	0.54
PENNSYLVANIA	5.84	31.86	58.64	2.93	0.53	0.06	0.05	0.08
PUERTO RICO	35.27	14.49	46.67	2.11	0.65	0.00	0.02	0.79
RHODE ISLAND	2.34	5.73	86.41	0.00	4.88	0.00	0.42	0.21
SOUTH CAROLINA	6.35	29.63	62.25	1.34	0.04	0.07	0.04	0.29
SOUTH DAKOTA	28.05	56.10	15.30	0.00	0.18	0.18	0.18	0.00
TENNESSEE	9.16	33.70	55.87	0.89	0.18	0.04	0.00	0.16
TEXAS	2.05	25.18	71.25	1.07	0.09	0.00	0.00	0.36
UTAH	6.64	17.59	74.92	0.77	0.00	0.00	0.00	0.08
VERMONT	83.76	9.92	4.22	0.42	0.42	0.00	0.21	1.05
VIRGINIA	1.81	14.26	82.52	0.77	0.16	0.04	0.00	0.45
WASHINGTON	18.52	41.20	39.69	0.33	0.16	0.00	0.00	0.10
WEST VIRGINIA	11.10	42.43	45.81	0.34	0.00	0.00	0.00	0.31
WISCONSIN	8.60	36.80	51.88	2.19	0.06	0.21	0.02	0.25
WYOMING	12.06	49.03	38.13	0.00	0.00	0.39	0.00	0.39
AMERICAN SAMOA	26.92	42.31	30.77	.	.	.	.	0.00
GUAM	10.00	73.33	16.67	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	46.15	53.85	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	13.27	0.00	86.73	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	31.17	43.51	20.78	3.90	.	0.65	.	.
U.S. AND OUTLYING AREAS	17.38	28.52	50.85	2.29	0.60	0.04	0.07	0.24
50 STATES, D.C. & P.R.	17.37	28.52	50.86	2.29	0.60	0.04	0.07	0.24

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

EMOTIONAL DISTURBANCE

STATE	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	< 21%	21-60%	> 60%					
ALABAMA	856	672	456	44	15	14	20	2
ALASKA	60	72	29	65	0	0	3	1
ARIZONA	566	361	831	97	117	0	8	5
ARKANSAS	27	50	85	0	12	0	8	2
CALIFORNIA	600	355	2,643	261	1,245	0	128	55
COLORADO	1,730	373	615	73	80	0	102	36
CONNECTICUT	592	293	733	62	217	1	47	5
DELAWARE	30	111	59	32	0	0	2	0
DISTRICT OF COLUMBIA	14	59	264	81	190	0	3	0
FLORIDA	4,661	1,924	7,180	141	146	14	0	10
GEORGIA	2,591	3,908	3,909	248	3	45	19	8
HAWAII	218	521	116	13	2	0	2	3
IDAHO	94	43	48	16	8	0	0	1
ILLINOIS	1,576	1,670	4,281	1,033	695	2	18	11
INDIANA	1,206	296	1,765	68	0	30	27	17
IOWA	1,543	1,102	712	160	.	11	11	4
KANSAS	676	278	354	60	27	2	3	3
KENTUCKY	422	474	992	83	1	11	48	50
LOUISIANA	224	261	1,171	60	0	29	0	13
MAINE	537	468	361	24	25	0	25	9
MARYLAND	435	284	1,186	259	353	1	14	7
MASSACHUSETTS	1,366	412	1,646	372	624	24	35	26
MICHIGAN	3,143	1,122	1,722	360	.	2	1	30
MINNESOTA	3,670	807	777	338	42	22	53	11
MISSISSIPPI	30	21	86	4	11	2	6	0
MISSOURI	1,191	957	1,091	130	189	0	2	16
MONTANA	109	47	62	13	3	6	23	1
NEBRASKA	485	234	234	1	10	0	1	1
NEVADA	201	170	169	19	0	0	0	5
NEW HAMPSHIRE	453	81	25	1	28	1	41	1
NEW JERSEY	416	316	1,111	225	642	0	0	34
NEW MEXICO	387	128	523	14	0	11	7	0
NEW YORK	2,453	834	8,444	2,268	939	394	345	125
NORTH CAROLINA	1,386	820	1,925	76	10	14	1	10
NORTH DAKOTA	193	59	26	1	1	3	1	0
OHIO	1,006	1,633	852	900	0	0	0	57
OKLAHOMA	237	345	666	17	1	13	3	11
OREGON	760	147	388	136	139	13	34	12
PENNSYLVANIA	618	1,256	2,819	273	532	209	13	18
PUERTO RICO	140	63	207	0	1	0	0	8
RHODE ISLAND	131	73	280	0	80	0	28	2
SOUTH CAROLINA	330	867	1,219	67	6	6	2	20
SOUTH DAKOTA	88	31	49	6	5	1	22	1
TENNESSEE	220	183	436	49	9	5	0	9
TEXAS	1,528	5,743	4,330	187	15	1	1	204
UTAH	753	511	509	31	0	0	0	38
VERMONT	409	22	20	19	18	1	8	5
VIRGINIA	592	697	2,232	215	101	14	21	11
WASHINGTON	682	559	637	61	15	0	0	4
WEST VIRGINIA	260	193	246	0	1	1	2	2
WISCONSIN	1,620	2,081	1,363	24	7	29	8	10
WYOMING	84	88	75	2	1	0	4	1
AMERICAN SAMOA	0	7	0	.	.	.	.	0
GUAM	1	4	0	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	1	0	0	0	0	0	0	0
VIRGIN ISLANDS	4	0	13	0	0	0	2	0
BUR. OF INDIAN AFFAIRS	61	2	20	.	0	.	3	0
U.S. AND OUTLYING AREAS	43,667	34,088	61,992	8,689	6,566	932	1,155	915
50 STATES, D.C. & P.R.	43,599	34,075	61,959	8,689	6,566	932	1,150	915

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

EMOTIONAL DISTURBANCE

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	41.17	32.32	21.93	2.12	0.72	0.67	0.96	0.10
ALASKA	26.09	31.30	12.61	28.26	0.00	0.00	1.30	0.43
ARIZONA	28.51	18.19	41.86	4.89	5.89	0.00	0.40	0.25
ARKANSAS	14.67	27.17	46.20	0.00	6.52	0.00	4.35	1.09
CALIFORNIA	11.35	6.71	49.99	4.94	23.55	0.00	2.42	1.04
COLORADO	57.49	12.40	20.44	2.43	2.66	0.00	3.39	1.20
CONNECTICUT	30.36	15.03	37.59	3.18	11.13	0.05	2.41	0.26
DELAWARE	12.82	47.44	25.21	13.68	0.00	0.00	0.85	0.00
DISTRICT OF COLUMBIA	2.29	9.66	43.21	13.26	31.10	0.00	0.49	0.00
FLORIDA	33.11	13.67	51.01	1.00	1.04	0.10	0.00	0.07
GEORGIA	24.15	36.42	36.43	2.31	0.03	0.42	0.18	0.07
HAWAII	24.91	59.54	13.26	1.49	0.23	0.00	0.23	0.34
IDAHO	44.76	20.48	22.86	7.62	3.81	0.00	0.00	0.48
ILLINOIS	16.97	17.98	46.10	11.12	7.48	0.02	0.19	0.12
INDIANA	35.38	8.68	51.77	1.99	0.00	0.88	0.79	0.50
IOWA	43.55	31.10	20.10	4.52	.	0.31	0.31	0.11
KANSAS	48.18	19.81	25.23	4.28	1.92	0.14	0.21	0.21
KENTUCKY	20.28	22.78	47.67	3.99	0.05	0.53	2.31	2.40
LOUISIANA	12.74	14.85	66.61	3.41	0.00	1.65	0.00	0.74
MAINE	37.06	32.30	24.91	1.66	1.73	0.00	1.73	0.62
MARYLAND	17.13	11.19	46.71	10.20	13.90	0.04	0.55	0.28
MASSACHUSETTS	30.32	9.15	36.54	8.26	13.85	0.53	0.78	0.58
MICHIGAN	49.26	17.59	26.99	5.64	.	0.03	0.02	0.47
MINNESOTA	64.16	14.11	13.58	5.91	0.73	0.38	0.93	0.19
MISSISSIPPI	18.75	13.13	53.75	2.50	6.88	1.25	3.75	0.00
MISSOURI	33.31	26.76	30.51	3.64	5.29	0.00	0.06	0.45
MONTANA	41.29	17.80	23.48	4.92	1.14	2.27	8.71	0.38
NEBRASKA	50.21	24.22	24.22	0.10	1.04	0.00	0.10	0.10
NEVADA	35.64	30.14	29.96	3.37	0.00	0.00	0.00	0.89
NEW HAMPSHIRE	71.79	12.84	3.96	0.16	4.44	0.16	6.50	0.16
NEW JERSEY	15.16	11.52	40.49	8.20	23.40	0.00	0.00	1.24
NEW MEXICO	36.17	11.96	48.88	1.31	0.00	1.03	0.65	0.00
NEW YORK	15.52	5.28	53.44	14.35	5.94	2.49	2.18	0.79
NORTH CAROLINA	32.67	19.33	45.38	1.79	0.24	0.33	0.02	0.24
NORTH DAKOTA	67.96	20.77	9.15	0.35	0.35	1.06	0.35	0.00
OHIO	22.62	36.71	19.15	20.23	0.00	0.00	0.00	1.28
OKLAHOMA	18.33	26.68	51.51	1.31	0.08	1.01	0.23	0.85
OREGON	46.65	9.02	23.82	8.35	8.53	0.80	2.09	0.74
PENNSYLVANIA	10.77	21.89	49.13	4.76	9.27	3.64	0.23	0.31
PUERTO RICO	33.41	15.04	49.40	0.00	0.24	0.00	0.00	1.91
RHODE ISLAND	22.05	12.29	47.14	0.00	13.47	0.00	4.71	0.34
SOUTH CAROLINA	13.11	34.45	48.43	2.66	0.24	0.24	0.08	0.79
SOUTH DAKOTA	43.35	15.27	24.14	2.96	2.46	0.49	10.84	0.49
TENNESSEE	24.15	20.09	47.86	5.38	0.99	0.55	0.00	0.99
TEXAS	12.72	47.82	36.06	1.56	0.12	0.01	0.01	1.70
UTAH	40.88	27.74	27.63	1.68	0.00	0.00	0.00	2.06
VERMONT	81.47	4.38	3.98	3.78	3.59	0.20	1.59	1.00
VIRGINIA	15.25	17.95	57.48	5.54	2.60	0.36	0.54	0.28
WASHINGTON	34.83	28.55	32.53	3.12	0.77	0.00	0.00	0.20
WEST VIRGINIA	36.88	27.38	34.89	0.00	0.14	0.14	0.28	0.28
WISCONSIN	31.51	40.47	26.51	0.47	0.14	0.56	0.16	0.19
WYOMING	32.94	34.51	29.41	0.78	0.39	0.00	1.57	0.39
AMERICAN SAMOA	0.00	100.00	0.00	.	.	.	.	0.00
GUAM	20.00	80.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	21.05	0.00	68.42	0.00	0.00	0.00	10.53	0.00
BUR. OF INDIAN AFFAIRS	70.93	2.33	23.26	.	0.00	.	3.49	0.00
U.S. AND OUTLYING AREAS	27.64	21.57	39.23	5.50	4.16	0.59	0.73	0.58
50 STATES, D.C. & P.R.	27.61	21.58	39.24	5.50	4.16	0.59	0.73	0.58

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MULTIPLE DISABILITIES

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	48	73	330	87	0	40	1	6
ALASKA	44	65	128	3	0	0	0	3
ARIZONA	104	89	368	21	34	22	1	24
ARKANSAS	39	79	279	7	26	0	49	10
CALIFORNIA	206	177	1,512	270	39	22	1	43
COLORADO	551	240	437	79	0	2	2	17
CONNECTICUT	179	230	341	62	46	5	9	10
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0	4	41	8	38	0	1	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	4	11	111	0	1	0	0	2
IDAHO	48	52	111	8	1	1	0	4
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	46	11	390	10	0	28	13	16
IOWA	21	16	77	11	.	2	1	2
KANSAS	235	127	229	51	17	1	4	6
KENTUCKY	170	253	430	26	8	0	0	24
LOUISIANA	26	10	294	19	0	10	0	35
MAINE	283	343	511	13	10	0	9	2
MARYLAND	398	340	1,415	550	161	6	12	10
MASSACHUSETTS	172	118	422	38	80	16	26	26
MICHIGAN	250	21	386	611	.	1	0	29
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	2	12	101	18	0	14	1	11
MISSOURI	36	75	204	87	10	0	2	6
MONTANA	44	52	99	0	0	7	1	4
NEBRASKA	11	19	95	8	2	0	0	15
NEVADA	15	30	122	111	0	0	0	6
NEW HAMPSHIRE	104	18	7	0	9	0	12	9
NEW JERSEY	666	799	3,261	1,307	1,308	4	3	57
NEW MEXICO	89	58	366	1	0	2	0	20
NEW YORK	1,298	1,166	4,934	1,528	902	31	171	107
NORTH CAROLINA	29	36	476	92	23	20	31	0
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	555	2,022	1,275	1,420	0	0	0	56
OKLAHOMA	65	122	497	15	2	2	0	31
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	30	51	506	178	0	5	0	33
PUERTO RICO	77	46	261	46	10	0	0	164
RHODE ISLAND	0	10	99	3	34	0	3	1
SOUTH CAROLINA	8	15	61	12	0	23	0	3
SOUTH DAKOTA	58	106	108	2	8	5	14	2
TENNESSEE	44	68	447	73	32	4	0	31
TEXAS	243	1,671	1,973	100	7	9	0	93
UTAH	25	27	251	148	0	0	0	8
VERMONT	15	3	3	0	0	0	0	0
VIRGINIA	43	117	672	40	8	3	1	12
WASHINGTON	158	243	617	26	3	11	1	21
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	3	6	.	.	.	.	2
GUAM	7	17	8	0	0	0	0	0
NORTHERN MARIANAS	17	3	5	0	0	0	0	1
PALAU	1	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	17	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	26	23	32	0	.	.	7	.
U.S. AND OUTLYING AREAS	6,490	9,071	24,315	7,089	2,819	296	376	962
50 STATES, D.C. & P.R.	6,439	9,025	24,247	7,089	2,819	296	369	959

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MULTIPLE DISABILITIES

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	8.21	12.48	56.41	14.87	0.00	6.84	0.17	1.03
ALASKA	18.11	26.75	52.67	1.23	0.00	0.00	0.00	1.23
ARIZONA	15.69	13.42	55.51	3.17	5.13	3.32	0.15	3.62
ARKANSAS	7.98	16.16	57.06	1.43	5.32	0.00	10.02	2.04
CALIFORNIA	9.07	7.80	66.61	11.89	1.72	0.97	0.04	1.89
COLORADO	41.49	18.07	32.91	5.95	0.00	0.15	0.15	1.28
CONNECTICUT	20.39	26.08	38.66	7.03	5.22	0.57	1.02	1.13
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	4.35	44.57	8.70	41.30	0.00	1.09	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	3.10	8.53	86.05	0.00	0.78	0.00	0.00	1.55
IDAHO	21.33	23.11	49.33	3.56	0.44	0.44	0.00	1.78
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	8.95	2.14	75.88	1.95	0.00	5.45	2.53	3.11
IOWA	16.15	12.31	59.23	8.46	.	1.54	0.77	1.54
KANSAS	35.07	18.96	34.18	7.61	2.54	0.15	0.60	0.90
KENTUCKY	18.66	27.77	47.20	2.85	0.88	0.00	0.00	2.63
LOUISIANA	6.60	2.54	74.62	4.82	0.00	2.54	0.00	8.88
MAINE	24.17	29.29	43.64	1.11	0.85	0.00	0.77	0.17
MARYLAND	13.76	11.76	48.93	19.02	5.57	0.21	0.41	0.35
MASSACHUSETTS	19.15	13.14	46.99	4.23	8.91	1.78	2.90	2.90
MICHIGAN	19.26	1.62	29.74	47.07	.	0.08	0.00	2.23
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	1.26	7.55	63.52	11.32	0.00	8.81	0.63	6.92
MISSOURI	8.57	17.86	48.57	20.71	2.38	0.00	0.48	1.43
MONTANA	21.26	25.12	47.83	0.00	0.00	3.38	0.48	1.93
NEBRASKA	7.33	12.67	63.33	5.33	1.33	0.00	0.00	10.00
NEVADA	5.28	10.56	42.96	39.08	0.00	0.00	0.00	2.11
NEW HAMPSHIRE	65.41	11.32	4.40	0.00	5.66	0.00	7.55	5.66
NEW JERSEY	8.99	10.79	44.04	17.65	17.66	0.05	0.04	0.77
NEW MEXICO	16.60	10.82	68.28	0.19	0.00	0.37	0.00	3.73
NEW YORK	12.80	11.50	48.67	15.07	8.90	0.31	1.69	1.06
NORTH CAROLINA	4.10	5.09	67.33	13.01	3.25	2.83	4.38	0.00
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	10.42	37.95	23.93	26.65	0.00	0.00	0.00	1.05
OKLAHOMA	8.86	16.62	67.71	2.04	0.27	0.27	0.00	4.22
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	3.74	6.35	63.01	22.17	0.00	0.62	0.00	4.11
PUERTO RICO	12.75	7.62	43.21	7.62	1.66	0.00	0.00	27.15
RHODE ISLAND	0.00	6.67	66.00	2.00	22.67	0.00	2.00	0.67
SOUTH CAROLINA	6.56	12.30	50.00	9.84	0.00	18.85	0.00	2.46
SOUTH DAKOTA	19.14	34.98	35.64	0.66	2.64	1.65	4.62	0.66
TENNESSEE	6.29	9.73	63.95	10.44	4.58	0.57	0.00	4.43
TEXAS	5.93	40.80	48.17	2.44	0.17	0.22	0.00	2.27
UTAH	5.45	5.88	54.68	32.24	0.00	0.00	0.00	1.74
VERMONT	71.43	14.29	14.29	0.00	0.00	0.00	0.00	0.00
VIRGINIA	4.80	13.06	75.00	4.46	0.89	0.33	0.11	1.34
WASHINGTON	14.63	22.50	57.13	2.41	0.28	1.02	0.09	1.94
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	27.27	54.55	.	.	.	.	18.18
GUAM	21.88	53.13	25.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	65.38	11.54	19.23	0.00	0.00	0.00	0.00	3.85
PALAU	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	29.55	26.14	36.36	0.00	.	.	7.95	.
U.S. AND OUTLYING AREAS	12.62	17.64	47.29	13.79	5.48	0.58	0.73	1.87
50 STATES, D.C. & P.R.	12.57	17.61	47.32	13.83	5.50	0.58	0.72	1.87

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

HEARING IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	212	113	68	18	1	48	0	0
ALASKA	77	21	24	1	0	0	0	0
ARIZONA	384	122	92	0	0	127	0	2
ARKANSAS	101	86	18	25	0	0	36	0
CALIFORNIA	1,716	448	1,971	15	44	216	5	3
COLORADO	392	32	102	31	0	8	0	0
CONNECTICUT	211	72	28	30	36	0	3	0
DELAWARE	18	41	1	43	0	1	1	0
DISTRICT OF COLUMBIA	2	13	1	1	0	0	0	0
FLORIDA	501	184	475	2	17	130	0	1
GEORGIA	185	159	225	75	0	26	0	0
HAWAII	34	65	34	0	0	0	0	0
IDAHO	68	18	3	2	2	7	0	0
ILLINOIS	445	398	715	24	15	67	5	0
INDIANA	383	75	187	0	0	95	9	0
IOWA	164	58	36	0	.	22	0	1
KANSAS	107	59	25	53	0	0	0	0
KENTUCKY	158	67	40	2	6	50	.	2
LOUISIANA	169	206	158	0	3	60	0	2
MAINE	77	18	8	19	0	2	0	2
MARYLAND	242	64	145	6	1	184	0	1
MASSACHUSETTS	324	42	167	9	70	.	12	1
MICHIGAN	883	148	396	41	.	34	0	6
MINNESOTA	604	112	74	43	4	36	1	2
MISSISSIPPI	64	54	39	6	2	57	0	0
MISSOURI	230	138	119	28	9	21	1	0
MONTANA	39	37	13	0	1	17	0	0
NEBRASKA	134	49	59	7	3	1	0	2
NEVADA	93	35	46	1	0	0	0	1
NEW HAMPSHIRE	122	7	2	0	2	0	3	0
NEW JERSEY	201	96	558	163	14	10	0	1
NEW MEXICO	100	32	66	1	3	26	0	2
NEW YORK	1,147	234	769	234	289	51	15	1
NORTH CAROLINA	533	143	156	48	4	93	0	0
NORTH DAKOTA	35	10	3	4	0	8	0	0
OHIO	526	311	125	73	0	19	0	0
OKLAHOMA	124	73	92	23	0	39	0	0
OREGON	323	49	65	34	9	31	2	1
PENNSYLVANIA	566	283	300	7	180	0	39	2
PUERTO RICO	177	87	135	0	71	0	0	0
RHODE ISLAND	32	10	12	43	0	0	0	0
SOUTH CAROLINA	169	142	130	20	1	33	0	0
SOUTH DAKOTA	30	9	2	5	0	8	0	0
TENNESSEE	243	78	205	52	2	32	0	0
TEXAS	469	864	1,038	22	0	12	0	5
UTAH	138	33	74	253	0	1	0	0
VERMONT	48	2	5	0	7	0	7	1
VIRGINIA	215	128	223	6	1	35	1	2
WASHINGTON	327	216	173	5	25	43	0	1
WEST VIRGINIA	83	39	17	11	0	14	0	1
WISCONSIN	291	99	187	37	3	21	1	0
WYOMING	40	28	6	1	1	1	0	0
AMERICAN SAMOA	1	1	0	.	.	.	.	0
GUAM	2	7	1	0	0	0	0	0
NORTHERN MARIANAS	2	2	0	0	0	0	0	0
PALAU	1	3	0	0	0	0	0	0
VIRGIN ISLANDS	1	0	4	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	47	5	3	.	.	.	0	1
U.S. AND OUTLYING AREAS	14,010	5,925	9,620	1,524	826	1,686	141	44
50 STATES, D.C. & P.R.	13,956	5,907	9,612	1,524	826	1,686	141	43

Please see data notes for an explanation of individual State differences.

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Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

HEARING IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	46.09	24.57	14.78	3.91	0.22	10.43	0.00	0.00
ALASKA	62.60	17.07	19.51	0.81	0.00	0.00	0.00	0.00
ARIZONA	52.82	16.78	12.65	0.00	0.00	17.47	0.00	0.28
ARKANSAS	37.97	32.33	6.77	9.40	0.00	0.00	13.53	0.00
CALIFORNIA	38.84	10.14	44.61	0.34	1.00	4.89	0.11	0.07
COLORADO	69.38	5.66	18.05	5.49	0.00	1.42	0.00	0.00
CONNECTICUT	55.53	18.95	7.37	7.89	9.47	0.00	0.79	0.00
DELAWARE	17.14	39.05	0.95	40.95	0.00	0.95	0.95	0.00
DISTRICT OF COLUMBIA	11.76	76.47	5.88	5.88	0.00	0.00	0.00	0.00
FLORIDA	38.24	14.05	36.26	0.15	1.30	9.92	0.00	0.08
GEORGIA	27.61	23.73	33.58	11.19	0.00	3.88	0.00	0.00
HAWAII	25.56	48.87	25.56	0.00	0.00	0.00	0.00	0.00
IDAHO	68.00	18.00	3.00	2.00	2.00	7.00	0.00	0.00
ILLINOIS	26.66	23.85	42.84	1.44	0.90	4.01	0.30	0.00
INDIANA	51.13	10.01	24.97	0.00	0.00	12.68	1.20	0.00
IOWA	58.36	20.64	12.81	0.00	.	7.83	0.00	0.36
KANSAS	43.85	24.18	10.25	21.72	0.00	0.00	0.00	0.00
KENTUCKY	48.62	20.62	12.31	0.62	1.85	15.38	.	0.62
LOUISIANA	28.26	34.45	26.42	0.00	0.50	10.03	0.00	0.33
MAINE	61.11	14.29	6.35	15.08	0.00	1.59	0.00	1.59
MARYLAND	37.64	9.95	22.55	0.93	0.16	28.62	0.00	0.16
MASSACHUSETTS	51.84	6.72	26.72	1.44	11.20	.	1.92	0.16
MICHIGAN	58.55	9.81	26.26	2.72	.	2.25	0.00	0.40
MINNESOTA	68.95	12.79	8.45	4.91	0.46	4.11	0.11	0.23
MISSISSIPPI	28.83	24.32	17.57	2.70	0.90	25.68	0.00	0.00
MISSOURI	42.12	25.27	21.79	5.13	1.65	3.85	0.18	0.00
MONTANA	36.45	34.58	12.15	0.00	0.93	15.89	0.00	0.00
NEBRASKA	52.55	18.22	23.14	2.75	1.18	0.39	0.00	0.78
NEVADA	52.84	19.89	26.14	0.57	0.00	0.00	0.00	0.57
NEW HAMPSHIRE	89.71	5.15	1.47	0.00	1.47	0.00	2.21	0.00
NEW JERSEY	19.27	9.20	53.50	15.63	1.34	0.96	0.00	0.10
NEW MEXICO	43.48	13.91	28.70	0.43	1.30	11.30	0.00	0.87
NEW YORK	41.86	8.54	28.07	8.54	10.55	1.86	0.55	0.04
NORTH CAROLINA	54.55	14.64	15.97	4.91	0.41	9.52	0.00	0.00
NORTH DAKOTA	58.33	16.67	5.00	6.67	0.00	13.33	0.00	0.00
OHIO	49.91	29.51	11.86	6.93	0.00	1.80	0.00	0.00
OKLAHOMA	35.33	20.80	26.21	6.55	0.00	11.11	0.00	0.00
OREGON	62.84	9.53	12.65	6.61	1.75	6.03	0.39	0.19
PENNSYLVANIA	41.10	20.55	21.79	0.51	13.07	0.00	2.83	0.15
PUERTO RICO	37.66	18.51	28.72	0.00	15.11	0.00	0.00	0.00
RHODE ISLAND	32.99	10.31	12.37	44.33	0.00	0.00	0.00	0.00
SOUTH CAROLINA	34.14	28.69	26.26	4.04	0.20	6.67	0.00	0.00
SOUTH DAKOTA	55.56	16.67	3.70	9.26	0.00	14.81	0.00	0.00
TENNESSEE	39.71	12.75	33.50	8.50	0.33	5.23	0.00	0.00
TEXAS	19.46	35.85	43.07	0.91	0.00	0.50	0.00	0.21
UTAH	27.66	6.61	14.83	50.70	0.00	0.20	0.00	0.00
VERMONT	68.57	2.86	7.14	0.00	10.00	0.00	10.00	1.43
VIRGINIA	35.19	20.95	36.50	0.98	0.16	5.73	0.16	0.33
WASHINGTON	41.39	27.34	21.90	0.63	3.16	5.44	0.00	0.13
WEST VIRGINIA	50.30	23.64	10.30	6.67	0.00	8.48	0.00	0.61
WISCONSIN	45.54	15.49	29.26	5.79	0.47	3.29	0.16	0.00
WYOMING	51.95	36.36	7.79	1.30	1.30	1.30	0.00	0.00
AMERICAN SAMOA	50.00	50.00	0.00	.	.	.	.	0.00
GUAM	20.00	70.00	10.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	25.00	75.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	20.00	0.00	80.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	83.93	8.93	5.36	.	.	.	0.00	1.79
U.S. AND OUTLYING AREAS	41.48	17.54	28.48	4.51	2.45	4.99	0.42	0.13
50 STATES, D.C. & P.R.	41.42	17.53	28.53	4.52	2.45	5.00	0.42	0.13

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	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	203	82	52	4	.	.	.	0
ALASKA	33	11	7	0	0	0	0	0
ARIZONA	287	52	149	14	7	0	0	4
ARKANSAS	38	37	20	0	0	0	3	1
CALIFORNIA	1,825	525	2,711	458	26	0	1	87
COLORADO	1,884	304	123	10	4	0	1	11
CONNECTICUT	111	29	12	0	1	0	0	0
DELAWARE	136	152	94	14	0	0	1	20
DISTRICT OF COLUMBIA	5	19	47	46	3	0	0	0
FLORIDA	1,004	324	937	28	3	0	1	9
GEORGIA	190	124	196	0	0	1	0	0
HAWAII	34	20	7	4	0	0	0	0
IDAHO	42	16	6	1	0	0	0	0
ILLINOIS	476	257	501	147	3	0	1	5
INDIANA	539	34	115	2	0	0	0	3
IOWA	245	98	49	0	.	1	0	2
KANSAS	214	36	25	0	0	0	0	0
KENTUCKY	128	68	46	.	.	.	.	3
LOUISIANA	278	203	193	2	0	0	0	14
MAINE	16	4	10	0	0	0	0	0
MARYLAND	97	37	76	6	28	0	0	2
MASSACHUSETTS	341	25	77	1	18	.	1	7
MICHIGAN	3,332	889	779	118	.	7	2	55
MINNESOTA	581	158	33	3	1	0	1	1
MISSISSIPPI	176	185	221	5	3	2	0	37
MISSOURI	204	85	104	2	0	0	0	2
MONTANA	27	11	4	0	0	0	0	0
NEBRASKA	197	31	45	1	0	0	0	13
NEVADA	77	40	27	4	0	0	0	2
NEW HAMPSHIRE	69	9	0	0	0	0	0	0
NEW JERSEY	177	52	58	19	14	0	0	2
NEW MEXICO	132	22	53	9	0	0	0	14
NEW YORK	1,126	169	367	24	47	2	2	10
NORTH CAROLINA	238	78	101	12	4	0	0	0
NORTH DAKOTA	59	9	12	1	0	0	1	0
OHIO	688	253	219	18	0	0	0	8
OKLAHOMA	169	41	36	1	1	0	0	3
OREGON	280	79	93	8	3	0	0	8
PENNSYLVANIA	124	89	185	143	110	0	2	4
PUERTO RICO	210	67	23	3	16	0	0	6
RHODE ISLAND	31	27	17	0	3	0	0	0
SOUTH CAROLINA	112	147	120	6	0	0	1	9
SOUTH DAKOTA	38	5	0	0	0	0	0	0
TENNESSEE	204	103	225	18	0	0	0	26
TEXAS	488	1,151	669	20	1	0	0	84
UTAH	24	25	25	2	0	0	0	12
VERMONT	32	1	1	0	1	0	0	1
VIRGINIA	205	69	146	0	0	0	0	2
WASHINGTON	305	135	76	0	1	0	0	4
WEST VIRGINIA	55	20	14	0	0	0	0	1
WISCONSIN	328	179	287	2	2	0	0	3
WYOMING	41	13	4	2	1	0	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	5	0	0	0	0	0	0	0
NORTHERN MARIANAS	4	0	0	0	0	0	0	0
PALAU	2	0	2	0	0	0	0	0
VIRGIN ISLANDS	2	0	2	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	4	5	0	.	.	.	.	.
U.S. AND OUTLYING AREAS	17,872	6,604	9,401	1,158	301	13	18	475
50 STATES, D.C. & P.R.	17,855	6,599	9,397	1,158	301	13	18	475

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	PERCENTAGE							
	----OUTSIDE REGULAR CLASS----			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	59.53	24.05	15.25	1.17	.	.	.	0.00
ALASKA	64.71	21.57	13.73	0.00	0.00	0.00	0.00	0.00
ARIZONA	55.95	10.14	29.04	2.73	1.36	0.00	0.00	0.78
ARKANSAS	38.38	37.37	20.20	0.00	0.00	0.00	3.03	1.01
CALIFORNIA	32.40	9.32	48.13	8.13	0.46	0.00	0.02	1.54
COLORADO	80.62	13.01	5.26	0.43	0.17	0.00	0.04	0.47
CONNECTICUT	72.55	18.95	7.84	0.00	0.65	0.00	0.00	0.00
DELAWARE	32.61	36.45	22.54	3.36	0.00	0.00	0.24	4.80
DISTRICT OF COLUMBIA	4.17	15.83	39.17	38.33	2.50	0.00	0.00	0.00
FLORIDA	43.54	14.05	40.63	1.21	0.13	0.00	0.04	0.39
GEORGIA	37.18	24.27	38.36	0.00	0.00	0.20	0.00	0.00
HAWAII	52.31	30.77	10.77	6.15	0.00	0.00	0.00	0.00
IDAHO	64.62	24.62	9.23	1.54	0.00	0.00	0.00	0.00
ILLINOIS	34.24	18.49	36.04	10.58	0.22	0.00	0.07	0.36
INDIANA	77.78	4.91	16.59	0.29	0.00	0.00	0.00	0.43
IOWA	62.03	24.81	12.41	0.00	.	0.25	0.00	0.51
KANSAS	77.82	13.09	9.09	0.00	0.00	0.00	0.00	0.00
KENTUCKY	52.24	27.76	18.78	.	.	.	.	1.22
LOUISIANA	40.29	29.42	27.97	0.29	0.00	0.00	0.00	2.03
MAINE	53.33	13.33	33.33	0.00	0.00	0.00	0.00	0.00
MARYLAND	39.43	15.04	30.89	2.44	11.38	0.00	0.00	0.81
MASSACHUSETTS	72.55	5.32	16.38	0.21	3.83	.	0.21	1.49
MICHIGAN	64.30	17.16	15.03	2.28	.	0.14	0.04	1.06
MINNESOTA	74.68	20.31	4.24	0.39	0.13	0.00	0.13	0.13
MISSISSIPPI	27.98	29.41	35.14	0.79	0.48	0.32	0.00	5.88
MISSOURI	51.39	21.41	26.20	0.50	0.00	0.00	0.00	0.50
MONTANA	64.29	26.19	9.52	0.00	0.00	0.00	0.00	0.00
NEBRASKA	68.64	10.80	15.68	0.35	0.00	0.00	0.00	4.53
NEVADA	51.33	26.67	18.00	2.67	0.00	0.00	0.00	1.33
NEW HAMPSHIRE	88.46	11.54	0.00	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	54.97	16.15	18.01	5.90	4.35	0.00	0.00	0.62
NEW MEXICO	57.39	9.57	23.04	3.91	0.00	0.00	0.00	6.09
NEW YORK	64.45	9.67	21.01	1.37	2.69	0.11	0.11	0.57
NORTH CAROLINA	54.97	18.01	23.33	2.77	0.92	0.00	0.00	0.00
NORTH DAKOTA	71.95	10.98	14.63	1.22	0.00	0.00	1.22	0.00
OHIO	58.01	21.33	18.47	1.52	0.00	0.00	0.00	0.67
OKLAHOMA	67.33	16.33	14.34	0.40	0.40	0.00	0.00	1.20
OREGON	59.45	16.77	19.75	1.70	0.64	0.00	0.00	1.70
PENNSYLVANIA	18.87	13.55	28.16	21.77	16.74	0.00	0.30	0.61
PUERTO RICO	64.62	20.62	7.08	0.92	4.92	0.00	0.00	1.85
RHODE ISLAND	39.74	34.62	21.79	0.00	3.85	0.00	0.00	0.00
SOUTH CAROLINA	28.35	37.22	30.38	1.52	0.00	0.00	0.25	2.28
SOUTH DAKOTA	88.37	11.63	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	35.42	17.88	39.06	3.13	0.00	0.00	0.00	4.51
TEXAS	20.22	47.70	27.72	0.83	0.04	0.00	0.00	3.48
UTAH	27.27	28.41	28.41	2.27	0.00	0.00	0.00	13.64
VERMONT	88.89	2.78	2.78	0.00	2.78	0.00	0.00	2.78
VIRGINIA	48.58	16.35	34.60	0.00	0.00	0.00	0.00	0.47
WASHINGTON	58.54	25.91	14.59	0.00	0.19	0.00	0.00	0.77
WEST VIRGINIA	61.11	22.22	15.56	0.00	0.00	0.00	0.00	1.11
WISCONSIN	40.95	22.35	35.83	0.25	0.25	0.00	0.00	0.37
WYOMING	67.21	21.31	6.56	3.28	1.64	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	44.44	55.56	0.00	.	.	.	.	.
U.S. AND OUTLYING AREAS	49.86	18.43	26.23	3.23	0.84	0.04	0.05	1.33
50 STATES, D.C. & P.R.	49.85	18.42	26.24	3.23	0.84	0.04	0.05	1.33

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

OTHER HEALTH IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	745	524	152	23	.	3	0	9
ALASKA	167	98	25	4	0	0	2	0
ARIZONA	293	165	120	2	2	0	0	9
ARKANSAS	788	1,095	265	0	39	0	19	6
CALIFORNIA	4,848	960	1,896	54	126	0	3	103
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	1,909	640	353	20	40	1	4	2
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	4	22	47	20	21	0	1	0
FLORIDA	1,042	466	355	7	19	0	6	164
GEORGIA	1,585	2,259	1,328	5	0	2	0	18
HAWAII	78	290	61	0	5	0	2	3
IDAHO	287	120	38	2	3	0	0	3
ILLINOIS	979	1,165	918	58	25	2	1	44
INDIANA	630	204	270	2	0	0	5	7
IOWA	8	12	5	0	.	0	0	1
KANSAS	1,208	496	170	18	4	0	0	6
KENTUCKY	1,074	1,218	211	4	1	3	2	15
LOUISIANA	883	1,407	1,110	9	1	10	0	28
MAINE	437	264	77	2	2	0	1	7
MARYLAND	1,366	782	685	86	41	1	1	8
MASSACHUSETTS	196	45	57	3	12	.	3	105
MICHIGAN	0	0	0	0	.	0	0	0
MINNESOTA	2,044	601	95	18	3	0	5	9
MISSISSIPPI	0	0	0	0	0	0	0	0
MISSOURI	1,502	857	334	20	5	0	0	13
MONTANA	183	130	35	0	3	0	1	2
NEBRASKA	520	261	172	11	5	0	3	33
NEVADA	274	209	88	4	0	0	0	2
NEW HAMPSHIRE	1,191	164	36	0	10	1	14	7
NEW JERSEY	290	174	141	11	12	0	0	40
NEW MEXICO	305	210	266	0	0	0	0	4
NEW YORK	5,214	1,799	2,780	223	69	2	13	55
NORTH CAROLINA	3,621	1,320	812	24	4	5	0	2
NORTH DAKOTA	155	25	15	1	0	1	1	4
OHIO	1,167	165	27	6	0	0	0	187
OKLAHOMA	603	333	162	4	2	0	1	10
OREGON	1,281	249	201	21	19	0	2	6
PENNSYLVANIA	202	255	117	1	0	0	0	3
PUERTO RICO	394	107	65	0	32	0	0	31
RHODE ISLAND	430	180	243	0	15	0	1	13
SOUTH CAROLINA	292	846	210	0	0	0	0	5
SOUTH DAKOTA	93	48	14	0	2	0	0	2
TENNESSEE	1,845	1,296	654	31	3	0	1	159
TEXAS	2,893	9,476	3,001	72	3	0	0	477
UTAH	167	121	136	1	0	0	0	5
VERMONT	418	18	6	0	2	0	0	4
VIRGINIA	1,665	1,789	1,101	8	20	3	3	15
WASHINGTON	3,445	2,503	1,352	22	16	0	0	22
WEST VIRGINIA	417	384	78	1	1	0	0	4
WISCONSIN	731	793	434	5	2	1	0	12
WYOMING	158	140	34	0	0	2	0	1
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	11	21	1	0	0	0	0	0
NORTHERN MARIANAS	3	0	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	4	0	16	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	72	0	3	.	.	.	.	0
U.S. AND OUTLYING AREAS	50,117	36,706	20,773	803	569	37	95	1,665
50 STATES, D.C. & P.R.	50,027	36,685	20,752	803	569	37	95	1,665

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

OTHER HEALTH IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	51.17	35.99	10.44	1.58	.	0.21	0.00	0.62
ALASKA	56.42	33.11	8.45	1.35	0.00	0.00	0.68	0.00
ARIZONA	49.58	27.92	20.30	0.34	0.34	0.00	0.00	1.52
ARKANSAS	35.62	49.50	11.98	0.00	1.76	0.00	0.86	0.27
CALIFORNIA	60.68	12.02	23.73	0.68	1.58	0.00	0.04	1.29
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	64.30	21.56	11.89	0.67	1.35	0.03	0.13	0.07
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	3.48	19.13	40.87	17.39	18.26	0.00	0.87	0.00
FLORIDA	50.61	22.63	17.24	0.34	0.92	0.00	0.29	7.97
GEORGIA	30.50	43.47	25.55	0.10	0.00	0.04	0.00	0.35
HAWAII	17.77	66.06	13.90	0.00	1.14	0.00	0.46	0.68
IDAHO	63.36	26.49	8.39	0.44	0.66	0.00	0.00	0.66
ILLINOIS	30.67	36.50	28.76	1.82	0.78	0.06	0.03	1.38
INDIANA	56.35	18.25	24.15	0.18	0.00	0.00	0.45	0.63
IOWA	30.77	46.15	19.23	0.00	.	0.00	0.00	3.85
KANSAS	63.51	26.08	8.94	0.95	0.21	0.00	0.00	0.32
KENTUCKY	42.48	48.18	8.35	0.16	0.04	0.12	0.08	0.59
LOUISIANA	25.61	40.81	32.19	0.26	0.03	0.29	0.00	0.81
MAINE	55.32	33.42	9.75	0.25	0.25	0.00	0.13	0.89
MARYLAND	45.99	26.33	23.06	2.90	1.38	0.03	0.03	0.27
MASSACHUSETTS	46.56	10.69	13.54	0.71	2.85	.	0.71	24.94
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	73.66	21.66	3.42	0.65	0.11	0.00	0.18	0.32
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	55.00	31.38	12.23	0.73	0.18	0.00	0.00	0.48
MONTANA	51.69	36.72	9.89	0.00	0.85	0.00	0.28	0.56
NEBRASKA	51.74	25.97	17.11	1.09	0.50	0.00	0.30	3.28
NEVADA	47.49	36.22	15.25	0.69	0.00	0.00	0.00	0.35
NEW HAMPSHIRE	83.70	11.52	2.53	0.00	0.70	0.07	0.98	0.49
NEW JERSEY	43.41	26.05	21.11	1.65	1.80	0.00	0.00	5.99
NEW MEXICO	38.85	26.75	33.89	0.00	0.00	0.00	0.00	0.51
NEW YORK	51.34	17.72	27.38	2.20	0.68	0.02	0.13	0.54
NORTH CAROLINA	62.56	22.81	14.03	0.41	0.07	0.09	0.00	0.03
NORTH DAKOTA	76.73	12.38	7.43	0.50	0.00	0.50	0.50	1.98
OHIO	75.19	10.63	1.74	0.39	0.00	0.00	0.00	12.05
OKLAHOMA	54.08	29.87	14.53	0.36	0.18	0.00	0.09	0.90
OREGON	72.01	14.00	11.30	1.18	1.07	0.00	0.11	0.34
PENNSYLVANIA	34.95	44.12	20.24	0.17	0.00	0.00	0.00	0.52
PUERTO RICO	62.64	17.01	10.33	0.00	5.09	0.00	0.00	4.93
RHODE ISLAND	48.75	20.41	27.55	0.00	1.70	0.00	0.11	1.47
SOUTH CAROLINA	21.58	62.53	15.52	0.00	0.00	0.00	0.00	0.37
SOUTH DAKOTA	58.49	30.19	8.81	0.00	1.26	0.00	0.00	1.26
TENNESSEE	46.25	32.49	16.40	0.78	0.08	0.00	0.03	3.99
TEXAS	18.17	59.52	18.85	0.45	0.02	0.00	0.00	3.00
UTAH	38.84	28.14	31.63	0.23	0.00	0.00	0.00	1.16
VERMONT	93.30	4.02	1.34	0.00	0.45	0.00	0.00	0.89
VIRGINIA	36.16	38.86	23.91	0.17	0.43	0.07	0.07	0.33
WASHINGTON	46.81	34.01	18.37	0.30	0.22	0.00	0.00	0.30
WEST VIRGINIA	47.12	43.39	8.81	0.11	0.11	0.00	0.00	0.45
WISCONSIN	36.96	40.09	21.94	0.25	0.10	0.05	0.00	0.61
WYOMING	47.16	41.79	10.15	0.00	0.00	0.60	0.00	0.30
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	33.33	63.64	3.03	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	20.00	0.00	80.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	96.00	0.00	4.00	.	.	.	.	0.00
U.S. AND OUTLYING AREAS	45.25	33.14	18.75	0.72	0.51	0.03	0.09	1.50
50 STATES, D.C. & P.R.	45.22	33.16	18.76	0.73	0.51	0.03	0.09	1.50

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SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
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VISUAL IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	101	24	8	17	.	18	.	.
ALASKA	16	3	2	0	0	0	0	0
ARIZONA	184	51	40	5	2	12	0	0
ARKANSAS	40	17	4	17	0	0	7	0
CALIFORNIA	721	243	622	32	13	18	0	13
COLORADO	102	8	9	6	0	2	0	1
CONNECTICUT	110	27	29	2	5	0	1	2
DELAWARE	12	8	1	0	0	0	0	0
DISTRICT OF COLUMBIA	2	1	0	0	0	0	0	0
FLORIDA	311	70	76	5	2	29	0	2
GEORGIA	155	77	23	27	0	0	0	0
HAWAII	27	7	4	0	0	0	0	0
IDAHO	36	7	4	0	1	5	0	0
ILLINOIS	218	162	96	7	1	17	0	0
INDIANA	249	18	32	0	0	73	0	0
IOWA	36	14	5	0	.	4	0	1
KANSAS	74	11	3	2	0	0	0	0
KENTUCKY	158	25	8	0	.	16	.	2
LOUISIANA	72	55	52	1	0	8	0	0
MAINE	23	11	4	0	0	0	0	0
MARYLAND	101	29	53	1	5	0	18	2
MASSACHUSETTS	224	40	42	1	7	.	3	1
MICHIGAN	273	49	55	13	.	1	0	2
MINNESOTA	140	17	3	2	0	10	0	0
MISSISSIPPI	28	25	23	3	0	24	0	0
MISSOURI	124	30	21	18	2	9	0	2
MONTANA	14	6	1	0	0	1	0	0
NEBRASKA	55	33	16	13	0	2	0	2
NEVADA	35	13	9	0	0	0	0	0
NEW HAMPSHIRE	63	3	0	0	0	0	0	1
NEW JERSEY	91	17	16	2	7	0	0	0
NEW MEXICO	48	17	12	1	0	3	0	0
NEW YORK	389	52	265	76	78	1	6	3
NORTH CAROLINA	190	60	25	6	1	13	0	0
NORTH DAKOTA	16	1	2	0	0	1	0	0
OHIO	271	125	29	3	0	17	0	4
OKLAHOMA	86	27	22	12	0	7	0	0
OREGON	124	23	22	2	1	14	2	2
PENNSYLVANIA	305	52	30	64	114	1	15	9
PUERTO RICO	160	50	16	26	5	0	0	1
RHODE ISLAND	17	8	9	0	1	0	0	0
SOUTH CAROLINA	77	47	24	6	0	7	0	0
SOUTH DAKOTA	14		0	0	0	8	0	0
TENNESSEE	224	73	54	23	0	1	0	2
TEXAS	267	541	241	9	2	14	0	9
UTAH	51	13	41	109	0	0	0	0
VERMONT	7	1	0	0	0	0	0	0
VIRGINIA	139	30	18	1	1	8	0	1
WASHINGTON	82	47	13	0	0	10	0	1
WEST VIRGINIA	55	12	8	9	0	7	0	2
WISCONSIN	110	20	36	9	0	6	0	0
WYOMING	10	8	4	0	0	0	0	0
AMERICAN SAMOA	2	1	0	.	.	.	.	0
GUAM	1	3	0	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	5	0	5	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	73	0	.	.	.	.	.
U.S. AND OUTLYING AREAS	6,448	2,389	2,137	530	248	367	52	65
50 STATES, D.C. & P.R.	6,437	2,312	2,132	530	248	367	52	65

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	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	60.12	14.29	4.76	10.12	.	10.71	.	.
ALASKA	76.19	14.29	9.52	0.00	0.00	0.00	0.00	0.00
ARIZONA	62.59	17.35	13.61	1.70	0.68	4.08	0.00	0.00
ARKANSAS	47.06	20.00	4.71	20.00	0.00	0.00	8.24	0.00
CALIFORNIA	43.38	14.62	37.42	1.93	0.78	1.08	0.00	0.78
COLORADO	79.69	6.25	7.03	4.69	0.00	1.56	0.00	0.78
CONNECTICUT	62.50	15.34	16.48	1.14	2.84	0.00	0.57	1.14
DELAWARE	57.14	38.10	4.76	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	62.83	14.14	15.35	1.01	0.40	5.86	0.00	0.40
GEORGIA	54.96	27.30	8.16	9.57	0.00	0.00	0.00	0.00
HAWAII	71.05	18.42	10.53	0.00	0.00	0.00	0.00	0.00
IDAHO	67.92	13.21	7.55	0.00	1.89	9.43	0.00	0.00
ILLINOIS	43.51	32.34	19.16	1.40	0.20	3.39	0.00	0.00
INDIANA	66.94	4.84	8.60	0.00	0.00	19.62	0.00	0.00
IOWA	60.00	23.33	8.33	0.00	.	6.67	0.00	1.67
KANSAS	82.22	12.22	3.33	2.22	0.00	0.00	0.00	0.00
KENTUCKY	75.60	11.96	3.83	0.00	.	7.66	.	0.96
LOUISIANA	38.30	29.26	27.66	0.53	0.00	4.26	0.00	0.00
MAINE	60.53	28.95	10.53	0.00	0.00	0.00	0.00	0.00
MARYLAND	48.33	13.88	25.36	0.48	2.39	0.00	8.61	0.96
MASSACHUSETTS	70.44	12.58	13.21	0.31	2.20	.	0.94	0.31
MICHIGAN	69.47	12.47	13.99	3.31	.	0.25	0.00	0.51
MINNESOTA	81.40	9.88	1.74	1.16	0.00	5.81	0.00	0.00
MISSISSIPPI	27.18	24.27	22.33	2.91	0.00	23.30	0.00	0.00
MISSOURI	60.19	14.56	10.19	8.74	0.97	4.37	0.00	0.97
MONTANA	63.64	27.27	4.55	0.00	0.00	4.55	0.00	0.00
NEBRASKA	45.45	27.27	13.22	10.74	0.00	1.65	0.00	1.65
NEVADA	61.40	22.81	15.79	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	94.03	4.48	0.00	0.00	0.00	0.00	0.00	1.49
NEW JERSEY	68.42	12.78	12.03	1.50	5.26	0.00	0.00	0.00
NEW MEXICO	59.26	20.99	14.81	1.23	0.00	3.70	0.00	0.00
NEW YORK	44.71	5.98	30.46	8.74	8.97	0.11	0.69	0.34
NORTH CAROLINA	64.41	20.34	8.47	2.03	0.34	4.41	0.00	0.00
NORTH DAKOTA	80.00	5.00	10.00	0.00	0.00	5.00	0.00	0.00
OHIO	60.36	27.84	6.46	0.67	0.00	3.79	0.00	0.89
OKLAHOMA	55.84	17.53	14.29	7.79	0.00	4.55	0.00	0.00
OREGON	65.26	12.11	11.58	1.05	0.53	7.37	1.05	1.05
PENNSYLVANIA	51.69	8.81	5.08	10.85	19.32	0.17	2.54	1.53
PUERTO RICO	62.02	19.38	6.20	10.08	1.94	0.00	0.00	0.39
RHODE ISLAND	48.57	22.86	25.71	0.00	2.86	0.00	0.00	0.00
SOUTH CAROLINA	47.83	29.19	14.91	3.73	0.00	4.35	0.00	0.00
SOUTH DAKOTA	53.85	15.38	0.00	0.00	0.00	30.77	0.00	0.00
TENNESSEE	59.42	19.36	14.32	6.10	0.00	0.27	0.00	0.53
TEXAS	24.65	49.95	22.25	0.83	0.18	1.29	0.00	0.83
UTAH	23.83	6.07	19.16	50.93	0.00	0.00	0.00	0.00
VERMONT	87.50	12.50	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	70.20	15.15	9.09	0.51	0.51	4.04	0.00	0.51
WASHINGTON	53.59	30.72	8.50	0.00	0.00	6.54	0.00	0.65
WEST VIRGINIA	59.14	12.90	8.60	9.68	0.00	7.53	0.00	2.15
WISCONSIN	60.77	11.05	19.89	4.97	0.00	3.31	0.00	0.00
WYOMING	45.45	36.36	18.18	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	66.67	33.33	0.00	.	.	.	.	0.00
GUAM	25.00	75.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	2.67	97.33	0.00	.	.	.	.	.
U.S. AND OUTLYING AREAS	52.70	19.52	17.46	4.33	2.03	3.00	0.42	0.53
50 STATES, D.C. & P.R.	53.01	19.04	17.56	4.36	2.04	3.02	0.43	0.54

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

AUTISM

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	85	75	144	31	11	.	1	1
ALASKA	12	16	64	0	0	0	0	0
ARIZONA	104	57	276	13	28	0	0	0
ARKANSAS	70	66	172	2	15	0	1	0
CALIFORNIA	827	389	2,958	214	29	0	8	17
COLORADO	107	13	56	2	0	0	0	0
CONNECTICUT	155	127	182	59	43	1	4	1
DELAWARE	4	33	54	34	0	0	0	0
DISTRICT OF COLUMBIA	1	2	33	0	22	0	0	0
FLORIDA	738	83	827	30	8	0	0	1
GEORGIA	134	97	646	12	1	0	1	0
HAWAII	12	33	76	1	3	0	0	0
IDAHO	57	20	37	3	1	0	0	0
ILLINOIS	281	131	874	121	153	1	17	0
INDIANA	331	96	577	18	0	1	2	1
IOWA	79	50	137	8	.	0	0	1
KANSAS	78	39	108	1	2	0	0	1
KENTUCKY	119	140	199	0	.	.	.	4
LOUISIANA	56	33	430	5	0	1	0	2
MAINE	49	48	90	3	2	0	0	1
MARYLAND	145	95	366	124	50	1	4	1
MASSACHUSETTS	16	3	112	10	36	.	19	1
MICHIGAN	793	187	527	261	.	3	0	7
MINNESOTA	459	252	225	15	1	1	0	1
MISSISSIPPI	15	14	124	13	0	1	0	1
MISSOURI	187	162	302	40	15	0	0	3
MONTANA	17	24	38	0	0	0	0	0
NEBRASKA	35	48	65	4	1	0	0	0
NEVADA	40	25	75	8	0	0	0	0
NEW HAMPSHIRE	110	11	11	0	9	0	2	2
NEW JERSEY	81	66	390	329	417	0	4	12
NEW MEXICO	22	4	66	1	0	0	0	0
NEW YORK	378	106	1,292	441	414	0	79	14
NORTH CAROLINA	217	86	865	66	6	0	0	0
NORTH DAKOTA	24	5	16	0	0	0	1	0
OHIO	357	255	113	10	0	0	0	3
OKLAHOMA	82	50	169	2	0	0	0	2
OREGON	752	228	314	0	17	0	1	7
PENNSYLVANIA	161	199	1,003	59	144	0	2	3
PUERTO RICO	23	26	132	4	3	0	0	6
RHODE ISLAND	11	24	87	0	26	0	0	0
SOUTH CAROLINA	14	46	292	6	0	0	0	1
SOUTH DAKOTA	33	14	24	0	2	2	1	0
TENNESSEE	74	31	315	9	5	2	1	0
TEXAS	226	752	1,552	28	2	1	1	5
UTAH	31	31	174	9	0	0	0	0
VERMONT	52	5	7	1	0	0	1	3
VIRGINIA	50	103	630	93	7	0	2	2
WASHINGTON	136	142	399	1	11	0	0	2
WEST VIRGINIA	46	35	62	1	1	0	0	0
WISCONSIN	168	169	373	10	1	0	0	1
WYOMING	14	11	12	0	0	3	0	0
AMERICAN SAMOA	1	0	2	.	.	.	.	0
GUAM	0	1	2	0	0	0	0	0
NORTHERN MARIANAS	0	0	1	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	4	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	3	0	.	.	.	.
U.S. AND OUTLYING AREAS	8,070	4,758	18,084	2,102	1,686	18	152	107
50 STATES, D.C. & P.R.	8,068	4,757	18,072	2,102	1,686	18	152	107

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

AUTISM

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	24.43	21.55	41.38	8.91	3.16	.	0.29	0.29
ALASKA	13.04	17.39	69.57	0.00	0.00	0.00	0.00	0.00
ARIZONA	21.76	11.92	57.74	2.72	5.86	0.00	0.00	0.00
ARKANSAS	21.47	20.25	52.76	0.61	4.60	0.00	0.31	0.00
CALIFORNIA	17.82	8.38	63.72	4.61	4.93	0.00	0.17	0.37
COLORADO	60.11	7.30	31.46	1.12	0.00	0.00	0.00	0.00
CONNECTICUT	27.10	22.20	31.82	10.31	7.52	0.17	0.70	0.17
DELAWARE	3.20	26.40	43.20	27.20	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	1.72	3.45	56.90	0.00	37.93	0.00	0.00	0.00
FLORIDA	43.75	4.92	49.02	1.78	0.47	0.00	0.00	0.06
GEORGIA	15.04	10.89	72.50	1.35	0.11	0.00	0.11	0.00
HAWAII	9.60	26.40	60.80	0.80	2.40	0.00	0.00	0.00
IDAHO	48.31	16.95	31.36	2.54	0.85	0.00	0.00	0.00
ILLINOIS	17.81	8.30	55.39	7.67	9.70	0.06	1.08	0.00
INDIANA	32.26	9.36	56.24	1.75	0.00	0.10	0.19	0.10
IOWA	28.73	18.18	49.82	2.91	.	0.00	0.00	0.36
KANSAS	34.06	17.03	47.16	0.44	0.87	0.00	0.00	0.44
KENTUCKY	25.76	30.30	43.07	0.00	.	.	.	0.87
LOUISIANA	10.63	6.26	81.59	0.95	0.00	0.19	0.00	0.38
MAINE	25.39	24.87	46.63	1.55	1.04	0.00	0.00	0.52
MARYLAND	18.45	12.09	46.56	15.78	6.36	0.13	0.51	0.13
MASSACHUSETTS	8.12	1.52	56.85	5.08	18.27	.	9.64	0.51
MICHIGAN	44.60	10.52	29.64	14.68	.	0.17	0.00	0.39
MINNESOTA	48.11	26.42	23.58	1.57	0.10	0.10	0.00	0.10
MISSISSIPPI	8.93	8.33	73.81	7.74	0.00	0.60	0.00	0.60
MISSOURI	26.38	22.85	42.60	5.64	2.12	0.00	0.00	0.42
MONTANA	21.52	30.38	48.10	0.00	0.00	0.00	0.00	0.00
NEBRASKA	22.88	31.37	42.48	2.61	0.65	0.00	0.00	0.00
NEVADA	27.03	16.89	50.68	5.41	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	75.86	7.59	7.59	0.00	6.21	0.00	1.38	1.38
NEW JERSEY	6.24	5.08	30.02	25.33	32.10	0.00	0.31	0.92
NEW MEXICO	23.66	4.30	70.97	1.08	0.00	0.00	0.00	0.00
NEW YORK	13.88	3.89	47.43	16.19	15.20	0.00	2.90	0.51
NORTH CAROLINA	17.50	6.94	69.76	5.32	0.48	0.00	0.00	0.00
NORTH DAKOTA	52.17	10.87	34.78	0.00	0.00	0.00	2.17	0.00
OHIO	48.37	34.55	15.31	1.36	0.00	0.00	0.00	0.41
OKLAHOMA	26.89	16.39	55.41	0.66	0.00	0.00	0.00	0.66
OREGON	57.01	17.29	23.81	0.00	1.29	0.00	0.08	0.53
PENNSYLVANIA	10.25	12.67	63.84	3.76	9.17	0.00	0.13	0.19
PUERTO RICO	11.86	13.40	68.04	2.06	1.55	0.00	0.00	3.09
RHODE ISLAND	7.43	16.22	58.78	0.00	17.57	0.00	0.00	0.00
SOUTH CAROLINA	3.90	12.81	81.34	1.67	0.00	0.00	0.00	0.28
SOUTH DAKOTA	43.42	18.42	31.58	0.00	2.63	2.63	1.32	0.00
TENNESSEE	16.93	7.09	72.08	2.06	1.14	0.46	0.23	0.00
TEXAS	8.80	29.29	60.46	1.09	0.08	0.04	0.04	0.19
UTAH	12.65	12.65	71.02	3.67	0.00	0.00	0.00	0.00
VERMONT	75.36	7.25	10.14	1.45	0.00	0.00	1.45	4.35
VIRGINIA	5.64	11.61	71.03	10.48	0.79	0.00	0.23	0.23
WASHINGTON	19.68	20.55	57.74	0.14	1.59	0.00	0.00	0.29
WEST VIRGINIA	31.72	24.14	42.76	0.69	0.69	0.00	0.00	0.00
WISCONSIN	23.27	23.41	51.66	1.39	0.14	0.00	0.00	0.14
WYOMING	35.00	27.50	30.00	0.00	0.00	7.50	0.00	0.00
AMERICAN SAMOA	33.33	0.00	66.67	.	.	.	.	0.00
GUAM	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	25.00	0.00	75.00	0.00	.	.	.	.
U.S. AND OUTLYING AREAS	23.07	13.60	51.70	6.01	4.82	0.05	0.43	0.31
50 STATES, D.C. & P.R.	23.08	13.61	51.69	6.01	4.82	0.05	0.43	0.31

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SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

DEAF-BLINDNESS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	0	2	1	0	.	0	.	.
ALASKA	2	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	19	0	0
ARKANSAS	1	1	0	3	0	0	0	0
CALIFORNIA	6	4	46	1	1	0	1	0
COLORADO	12	2	17	7	0	1	0	2
CONNECTICUT	10	5	7	0	6	0	0	0
DELAWARE	0	1	7	12	0	0	1	1
DISTRICT OF COLUMBIA	0	0	4	4	0	0	0	0
FLORIDA	4	1	11	0	0	2	0	0
GEORGIA	4	1	3	2	0	0	0	0
HAWAII	2	4	31	18	0	0	0	0
IDAHO	13	6	7	1	0	20	0	0
ILLINOIS	2	2	10	6	0	2	0	0
INDIANA	2	0	8	0	0	0	0	0
IOWA	7	5	11	2	.	0	0	0
KANSAS	6	3	1	0	0	1	0	0
KENTUCKY	1	2	6	.	.	.	.	.
LOUISIANA	0	2	2	0	0	1	0	0
MAINE	0	0	1	0	0	0	0	0
MARYLAND	0	0	3	1	0	0	0	0
MASSACHUSETTS	1	1	6	1	4	.	2	0
MICHIGAN	0	0	0	0	.	0	0	0
MINNESOTA	9	3	2	0	0	1	0	0
MISSISSIPPI	0	0	2	0	0	0	0	0
MISSOURI	3	1	9	1	0	1	0	0
MONTANA	1	2	2	0	0	0	0	1
NEBRASKA	1	1	2	0	0	0	0	1
NEVADA	0	0	3	0	0	0	0	0
NEW HAMPSHIRE	0	1	0	0	0	0	0	0
NEW JERSEY	1	2	4	9	5	0	0	0
NEW MEXICO	0	0	1	0	0	1	0	0
NEW YORK	2	1	0	2	0	1	0	0
NORTH CAROLINA	1	0	2	2	1	4	0	0
NORTH DAKOTA	0	0	1	0	0	0	2	0
OHIO	3	0	3	2	0	0	0	1
OKLAHOMA	0	0	1	0	0	0	0	2
OREGON	6	1	0	0	2	0	0	0
PENNSYLVANIA	6	1	1	1	0	0	0	0
PUERTO RICO	0	0	2	7	0	0	0	0
RHODE ISLAND	0	0	1	0	0	0	0	0
SOUTH CAROLINA	0	0	9	0	0	0	0	0
SOUTH DAKOTA	1	0	0	0	0	0	0	0
TENNESSEE	2	0	0	0	0	0	0	0
TEXAS	2	4	11	0	1	3	0	0
UTAH	4	2	12	54	0	0	0	2
VERMONT	2	0	0	0	0	0	0	0
VIRGINIA	0	0	2	0	0	0	0	0
WASHINGTON	1	0	10	0	0	2	0	1
WEST VIRGINIA	1	0	0	3	0	8	0	0
WISCONSIN	0	0	3	1	0	0	0	0
WYOMING	0	1	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	.	.	.	.	.
U.S. AND OUTLYING AREAS	119	62	266	140	20	67	6	11
50 STATES, D.C. & P.R.	119	62	265	140	20	67	6	11

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
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DEAF-BLINDNESS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	0.00	66.67	33.33	0.00	.	0.00	.	.
ALASKA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
ARKANSAS	20.00	20.00	0.00	60.00	0.00	0.00	0.00	0.00
CALIFORNIA	10.17	6.78	77.97	1.69	1.69	0.00	1.69	0.00
COLORADO	29.27	4.88	41.46	17.07	0.00	2.44	0.00	4.88
CONNECTICUT	35.71	17.86	25.00	0.00	21.43	0.00	0.00	0.00
DELAWARE	0.00	4.55	31.82	54.55	0.00	0.00	4.55	4.55
DISTRICT OF COLUMBIA	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
FLORIDA	22.22	5.56	61.11	0.00	0.00	11.11	0.00	0.00
GEORGIA	40.00	10.00	30.00	20.00	0.00	0.00	0.00	0.00
HAWAII	3.64	7.27	56.36	32.73	0.00	0.00	0.00	0.00
IDAHO	27.66	12.77	14.89	2.13	0.00	42.55	0.00	0.00
ILLINOIS	9.09	9.09	45.45	27.27	0.00	9.09	0.00	0.00
INDIANA	20.00	0.00	80.00	0.00	0.00	0.00	0.00	0.00
IOWA	28.00	20.00	44.00	8.00	.	0.00	0.00	0.00
KANSAS	54.55	27.27	9.09	0.00	0.00	9.09	0.00	0.00
KENTUCKY	11.11	22.22	66.67	.	.	.	.	.
LOUISIANA	0.00	40.00	40.00	0.00	0.00	20.00	0.00	0.00
MAINE	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	0.00	0.00	75.00	25.00	0.00	0.00	0.00	0.00
MASSACHUSETTS	6.67	6.67	40.00	6.67	26.67	.	13.33	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	60.00	20.00	13.33	0.00	0.00	6.67	0.00	0.00
MISSISSIPPI	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MISSOURI	20.00	6.67	60.00	6.67	0.00	6.67	0.00	0.00
MONTANA	16.67	33.33	33.33	0.00	0.00	0.00	0.00	16.67
NEBRASKA	20.00	20.00	40.00	0.00	0.00	0.00	0.00	20.00
NEVADA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	4.76	9.52	19.05	42.86	23.81	0.00	0.00	0.00
NEW MEXICO	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
NEW YORK	33.33	16.67	0.00	33.33	0.00	16.67	0.00	0.00
NORTH CAROLINA	10.00	0.00	20.00	20.00	10.00	40.00	0.00	0.00
NORTH DAKOTA	0.00	0.00	33.33	0.00	0.00	0.00	66.67	0.00
OHIO	33.33	0.00	33.33	22.22	0.00	0.00	0.00	11.11
OKLAHOMA	0.00	0.00	33.33	0.00	0.00	0.00	0.00	66.67
OREGON	66.67	11.11	0.00	0.00	22.22	0.00	0.00	0.00
PENNSYLVANIA	66.67	11.11	11.11	11.11	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	22.22	77.78	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TEXAS	9.52	19.05	52.38	0.00	4.76	14.29	0.00	0.00
UTAH	5.41	2.70	16.22	72.97	0.00	0.00	0.00	2.70
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WASHINGTON	7.14	0.00	71.43	0.00	0.00	14.29	0.00	7.14
WEST VIRGINIA	8.33	0.00	0.00	25.00	0.00	66.67	0.00	0.00
WISCONSIN	0.00	0.00	75.00	25.00	0.00	0.00	0.00	0.00
WYOMING	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	17.22	8.97	38.49	20.26	2.89	9.70	0.87	1.59
50 STATES, D.C. & P.R.	17.25	8.99	38.41	20.29	2.90	9.71	0.87	1.59

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

TRAUMATIC BRAIN INJURY

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	26	23	16	3	.	0	0	0
ALASKA	13	12	5	0	0	0	0	0
ARIZONA	7	10	8	0	0	0	0	1
ARKANSAS	10	16	17	0	3	0	5	0
CALIFORNIA	107	65	162	5	12	0	2	6
COLORADO	43	13	12	0	0	0	0	1
CONNECTICUT	9	10	6	0	1	0	0	0
DELAWARE	1	2	0	0	0	0	0	0
DISTRICT OF COLUMBIA	1	3	1	0	0	0	0	0
FLORIDA	59	27	52	2	1	0	0	0
GEORGIA	17	49	51	0	0	0	0	0
HAWAII	5	10	3	0	0	0	0	0
IDAHO	34	12	11	0	0	0	0	0
ILLINOIS	57	60	101	10	4	0	1	0
INDIANA	63	21	62	4	0	0	1	1
IOWA	24	21	9	2	.	0	0	0
KANSAS	20	23	6	0	1	0	0	0
KENTUCKY	28	19	14	0	1	.	.	0
LOUISIANA	19	37	44	1	1	0	0	1
MAINE	8	13	11	0	0	0	0	0
MARYLAND	30	25	55	10	8	1	0	3
MASSACHUSETTS	30	11	40	5	13	.	3	4
MICHIGAN	.	0	0	0	.	0	0	0
MINNESOTA	56	29	10	0	0	0	0	0
MISSISSIPPI	9	12	14	2	0	0	0	0
MISSOURI	36	41	31	2	1	0	0	2
MONTANA	7	8	1	0	0	0	0	0
NEBRASKA	20	18	16	0	0	0	0	1
NEVADA	16	24	4	4	0	0	0	0
NEW HAMPSHIRE	20	0	0	0	0	0	0	0
NEW JERSEY	4	5	8	1	3	1	0	1
NEW MEXICO	36	16	24	0	0	1	0	0
NEW YORK	140	88	184	20	9	0	3	6
NORTH CAROLINA	79	41	40	3	2	0	0	0
NORTH DAKOTA	8	0	0	0	0	0	0	0
OHIO	83	28	8	3	0	0	0	2
OKLAHOMA	39	26	21	0	0	0	0	8
OREGON	61	20	13	24	0	0	0	2
PENNSYLVANIA	70	138	244	3	188	1	6	0
PUERTO RICO	5	3	8	2	0	0	0	1
RHODE ISLAND	9	3	7	0	2	0	1	0
SOUTH CAROLINA	3	11	11	0	0	0	0	0
SOUTH DAKOTA	3	2	1	0	0	0	0	0
TENNESSEE	22	29	35	7	0	0	0	2
TEXAS	40	156	91	2	0	0	0	4
UTAH	31	24	39	2	0	0	0	0
VERMONT	12	2	1	0	0	0	0	0
VIRGINIA	23	25	28	0	1	1	0	3
WASHINGTON	46	36	23	0	0	0	0	0
WEST VIRGINIA	19	3	4	0	0	0	0	1
WISCONSIN	29	44	29	1	0	0	0	1
WYOMING	17	5	8	0	1	0	0	0
AMERICAN SAMOA	0	1	0	.	.	.	.	0
GUAM	1	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	2	0	.	.	.	0	.
U.S. AND OUTLYING AREAS	1,556	1,323	1,589	118	252	5	22	51
50 STATES, D.C. & P.R.	1,554	1,319	1,589	118	252	5	22	51

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

TRAUMATIC BRAIN INJURY

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	38.24	33.82	23.53	4.41	.	0.00	0.00	0.00
ALASKA	43.33	40.00	16.67	0.00	0.00	0.00	0.00	0.00
ARIZONA	26.92	38.46	30.77	0.00	0.00	0.00	0.00	3.85
ARKANSAS	19.61	31.37	33.33	0.00	5.88	0.00	9.80	0.00
CALIFORNIA	29.81	18.11	45.13	1.39	3.34	0.00	0.56	1.67
COLORADO	62.32	18.84	17.39	0.00	0.00	0.00	0.00	1.45
CONNECTICUT	34.62	38.46	23.08	0.00	3.85	0.00	0.00	0.00
DELAWARE	33.33	66.67	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	20.00	60.00	20.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	41.84	19.15	36.88	1.42	0.71	0.00	0.00	0.00
GEORGIA	14.53	41.88	43.59	0.00	0.00	0.00	0.00	0.00
HAWAII	27.78	55.56	16.67	0.00	0.00	0.00	0.00	0.00
IDAHO	59.65	21.05	19.30	0.00	0.00	0.00	0.00	0.00
ILLINOIS	24.46	25.75	43.35	4.29	1.72	0.00	0.43	0.00
INDIANA	41.45	13.82	40.79	2.63	0.00	0.00	0.66	0.66
IOWA	42.86	37.50	16.07	3.57	.	0.00	0.00	0.00
KANSAS	40.00	46.00	12.00	0.00	2.00	0.00	0.00	0.00
KENTUCKY	45.16	30.65	22.58	0.00	1.61	.	.	0.00
LOUISIANA	18.45	35.92	42.72	0.97	0.97	0.00	0.00	0.97
MAINE	25.00	40.63	34.38	0.00	0.00	0.00	0.00	0.00
MARYLAND	22.73	18.94	41.67	7.58	6.06	0.76	0.00	2.27
MASSACHUSETTS	28.30	10.38	37.74	4.72	12.26	.	2.83	3.77
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	58.95	30.53	10.53	0.00	0.00	0.00	0.00	0.00
MISSISSIPPI	24.32	32.43	37.84	5.41	0.00	0.00	0.00	0.00
MISSOURI	31.86	36.28	27.43	1.77	0.88	0.00	0.00	1.77
MONTANA	43.75	50.00	6.25	0.00	0.00	0.00	0.00	0.00
NEBRASKA	36.36	32.73	29.09	0.00	0.00	0.00	0.00	1.82
NEVADA	33.33	50.00	8.33	8.33	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	17.39	21.74	34.78	4.35	13.04	4.35	0.00	4.35
NEW MEXICO	46.75	20.78	31.17	0.00	0.00	1.30	0.00	0.00
NEW YORK	31.11	19.56	40.89	4.44	2.00	0.00	0.67	1.33
NORTH CAROLINA	47.88	24.85	24.24	1.82	1.21	0.00	0.00	0.00
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	66.94	22.58	6.45	2.42	0.00	0.00	0.00	1.61
OKLAHOMA	41.49	27.66	22.34	0.00	0.00	0.00	0.00	8.51
OREGON	50.83	16.67	10.83	20.00	0.00	0.00	0.00	1.67
PENNSYLVANIA	10.77	21.23	37.54	0.46	28.92	0.15	0.92	0.00
PUERTO RICO	26.32	15.79	42.11	10.53	0.00	0.00	0.00	5.26
RHODE ISLAND	40.91	13.64	31.82	0.00	9.09	0.00	4.55	0.00
SOUTH CAROLINA	12.00	44.00	44.00	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	50.00	33.33	16.67	0.00	0.00	0.00	0.00	0.00
TENNESSEE	23.16	30.53	36.84	7.37	0.00	0.00	0.00	2.11
TEXAS	13.65	53.24	31.06	0.68	0.00	0.00	0.00	1.37
UTAH	32.29	25.00	40.63	2.08	0.00	0.00	0.00	0.00
VERMONT	80.00	13.33	6.67	0.00	0.00	0.00	0.00	0.00
VIRGINIA	28.40	30.86	34.57	0.00	1.23	1.23	0.00	3.70
WASHINGTON	43.81	34.29	21.90	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	70.37	11.11	14.81	0.00	0.00	0.00	0.00	3.70
WISCONSIN	27.88	42.31	27.88	0.96	0.00	0.00	0.00	0.96
WYOMING	54.84	16.13	25.81	0.00	3.23	0.00	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	.	.	.	.	0.00
GUAM	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	33.33	66.67	0.00	.	.	.	0.00	.
U.S. AND OUTLYING AREAS	31.65	26.91	32.32	2.40	5.13	0.10	0.45	1.04
50 STATES, D.C. & P.R.	31.65	26.86	32.36	2.40	5.13	0.10	0.45	1.04

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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DEVELOPMENTAL DELAY

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	372	147	93	8	.	.	.	.
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	.	.	0	.	.	.	.	.
ARKANSAS	0	0	0	0	0	0	0	0
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	.	.	.	.	.	.	.	.
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.	.	.
IDAHO	491	127	49	34	0	0	0	2
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	0	0	0	0	0	0
IOWA	.	.	.	.	.	.	.	.
KANSAS	74	21	5	1	0	0	0	1
KENTUCKY	482	185	47	1	.	.	.	4
LOUISIANA	42	15	16	0	0	0	0	0
MAINE	.	.	.	.	.	.	.	.
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	.	.	.	.	.	.	.	.
MICHIGAN	.	0	0	0	.	0	0	0
MINNESOTA	.	.	0	0	0	0	0	0
MISSISSIPPI	666	512	493	28	2	5	0	8
MISSOURI	.	.	.	.	.	.	0	0
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	0	0	0	0	0	0	0	0
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	0	0	.	.	0	0	0	0
NORTH DAKOTA	4	0	4	1	0	0	0	0
OHIO	0	0	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0	0	0
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	0	0	0	0	0
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	396	396	472	2	.	.	0	2
TEXAS	.	.	.	.	.	.	.	.
UTAH	0	0	0	0	0	0	0	0
VERMONT	392	9	5	6	4	0	0	8
VIRGINIA	1,455	1,804	1,966	30	15	4	2	19
WASHINGTON	442	201	203	6	8	0	0	3
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	13	18	25	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	29	0	0	0	0	0	0	0
NORTHERN MARIANAS	9	3	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	2	0	10	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	73	10	1	.	.	.	.	.
U.S. AND OUTLYING AREAS	4,942	3,448	3,389	117	29	9	2	47
50 STATES, D.C. & P.R.	4,829	3,435	3,378	117	29	9	2	47

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DEVELOPMENTAL DELAY

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	60.00	23.71	15.00	1.29	.	.	.	.
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	.	.	.	.	.	.	.	.
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	.	.	.	.	.	.	.	.
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.	.	.
IDAHO	69.84	18.07	6.97	4.84	0.00	0.00	0.00	0.28
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	.	.	.	.	.	.	.	.
IOWA	.	.	.	.	.	.	.	.
KANSAS	72.55	20.59	4.90	0.98	0.00	0.00	0.00	0.98
KENTUCKY	67.04	25.73	6.54	0.14	.	.	.	0.56
LOUISIANA	57.53	20.55	21.92	0.00	0.00	0.00	0.00	0.00
MAINE	.	.	.	.	.	.	.	.
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	.	.	.	.	.	.	.	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	38.86	29.87	28.76	1.63	0.12	0.29	0.00	0.47
MISSOURI	.	.	.	.	.	.	.	.
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	.	.	.	.	.	.	.	.
NEW MEXICO	.	.	.	.	.	.	.	.
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.	.	.	.
NORTH DAKOTA	44.44	0.00	44.44	11.11	0.00	0.00	0.00	0.00
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	.	.	.	.	.	.	.	.
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	.	.	.	.	.	.	.	.
SOUTH CAROLINA	.	.	.	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	31.23	31.23	37.22	0.16	.	.	0.00	0.16
TEXAS	.	.	.	.	.	.	.	.
UTAH	.	.	.	.	.	.	.	.
VERMONT	92.45	2.12	1.18	1.42	0.94	0.00	0.00	1.89
VIRGINIA	27.48	34.07	37.13	0.57	0.28	0.08	0.04	0.36
WASHINGTON	51.22	23.29	23.52	0.70	0.93	0.00	0.00	0.35
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	23.21	32.14	44.64	0.00	0.00	0.00	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	16.67	0.00	83.33	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	86.90	11.90	1.19	.	.	.	.	.
U.S. AND OUTLYING AREAS	41.24	28.77	28.28	0.98	0.24	0.08	0.02	0.39
50 STATES, D.C. & P.R.	40.76	29.00	28.52	0.99	0.24	0.08	0.02	0.40

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	14,544	19,431	7,054	504	60	237	314	148
ALASKA	3,535	2,376	768	157	11	3	22	6
ARIZONA	12,313	13,464	7,271	434	421	238	73	96
ARKANSAS	6,873	12,722	3,980	53	205	0	335	142
CALIFORNIA	102,553	75,220	63,078	2,414	6,701	563	1,104	1,588
COLORADO	19,941	6,333	3,047	574	176	221	647	292
CONNECTICUT	17,182	7,436	5,838	573	1,144	75	570	75
DELAWARE	1,023	4,086	463	356	1	59	31	41
DISTRICT OF COLUMBIA	565	1,315	1,221	319	786	0	44	0
FLORIDA	50,992	46,095	34,396	1,698	903	1,015	19	611
GEORGIA	15,671	21,022	19,244	609	3	720	56	74
HAWAII	1,950	4,379	2,374	106	25	0	76	117
IDAHO	5,867	3,256	872	101	31	66	30	29
ILLINOIS	26,133	39,163	37,596	5,944	3,111	514	504	290
INDIANA	25,555	10,857	17,414	353	11	723	249	443
IOWA	12,925	11,550	5,528	998	.	331	211	74
KANSAS	11,415	7,488	3,375	578	137	105	86	99
KENTUCKY	10,136	12,172	6,621	331	20	439	133	292
LOUISIANA	7,390	14,929	16,598	286	55	673	0	418
MAINE	6,264	5,253	2,089	102	211	25	210	80
MARYLAND	18,411	11,043	12,543	1,500	1,868	326	300	245
MASSACHUSETTS	43,907	11,696	10,243	1,810	3,091	171	738	584
MICHIGAN	35,321	25,914	19,635	3,352	.	90	69	128
MINNESOTA	25,736	11,889	4,098	2,009	157	493	315	143
MISSISSIPPI	7,592	10,150	6,727	99	16	195	30	251
MISSOURI	25,481	19,354	8,890	1,470	448	82	29	248
MONTANA	3,628	2,987	1,073	89	18	36	63	24
NEBRASKA	9,472	6,196	2,767	158	66	55	54	80
NEVADA	5,345	5,477	1,983	337	3	0	3	39
NEW HAMPSHIRE	9,584	1,785	358	18	330	71	327	13
NEW JERSEY	27,564	26,084	17,968	3,633	5,775	161	68	783
NEW MEXICO	7,982	6,834	7,430	232	0	242	42	200
NEW YORK	79,349	23,862	59,723	8,859	3,576	1,802	3,102	1,136
NORTH CAROLINA	27,767	17,958	13,066	991	145	378	67	47
NORTH DAKOTA	4,144	989	208	18	14	34	53	13
OHIO	55,701	29,294	5,668	3,676	0	564	0	1,519
OKLAHOMA	14,177	14,413	4,925	184	19	241	40	181
OREGON	18,612	5,357	2,218	508	401	271	101	122
PENNSYLVANIA	27,699	41,898	21,909	2,426	1,773	1,122	225	216
PUERTO RICO	10,399	3,845	5,890	953	295	35	4	326
RHODE ISLAND	4,670	2,475	3,110	29	313	73	227	143
SOUTH CAROLINA	5,578	16,449	11,391	366	69	270	37	274
SOUTH DAKOTA	3,076	1,555	490	53	25	51	49	10
TENNESSEE	17,145	22,799	11,798	428	153	128	39	987
TEXAS	41,675	121,814	45,502	1,618	77	154	23	3,388
UTAH	7,555	7,215	5,752	701	0	29	0	137
VERMONT	4,416	599	344	131	142	14	112	55
VIRGINIA	19,294	24,462	17,807	913	585	507	271	225
WASHINGTON	18,785	17,522	7,129	294	156	144	12	123
WEST VIRGINIA	6,685	8,847	3,561	57	2	76	11	128
WISCONSIN	15,605	22,687	8,420	631	45	213	45	142
WYOMING	2,438	2,226	589	29	8	47	50	22
AMERICAN SAMOA	127	87	26	.	.	.	.	2
GUAM	211	267	445	2	0	1	2	0
NORTHERN MARIANAS	166	27	1	0	0	0	0	2
PALAU	34	20	17	0	0	0	0	0
VIRGIN ISLANDS	184	291	346	0	0	0	13	4
BUR. OF INDIAN AFFAIRS	1,575	963	211	8	3	1	17	6
U.S. AND OUTLYING AREAS	959,917	845,877	563,088	54,072	33,585	14,084	11,252	16,861
50 STATES, D.C. & P.R.	957,620	844,222	562,042	54,062	33,582	14,082	11,220	16,847

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	34.39	45.94	16.68	1.19	0.14	0.56	0.74	0.35
ALASKA	51.40	34.54	11.17	2.28	0.16	0.04	0.32	0.09
ARIZONA	35.89	39.24	21.19	1.26	1.23	0.69	0.21	0.28
ARKANSAS	28.27	52.33	16.37	0.22	0.84	0.00	1.38	0.58
CALIFORNIA	40.50	29.71	24.91	0.95	2.65	0.22	0.44	0.63
COLORADO	63.85	20.28	9.76	1.84	0.56	0.71	2.07	0.93
CONNECTICUT	52.24	22.61	17.75	1.74	3.48	0.23	1.73	0.23
DELAWARE	16.88	67.43	7.64	5.87	0.02	0.97	0.51	0.68
DISTRICT OF COLUMBIA	13.29	30.94	28.73	7.51	18.49	0.00	1.04	0.00
FLORIDA	37.57	33.96	25.34	1.25	0.67	0.75	0.01	0.45
GEORGIA	27.30	36.62	33.53	1.06	0.01	1.25	0.10	0.13
HAWAII	21.60	48.51	26.30	1.17	0.28	0.00	0.84	1.30
IDAHO	57.23	31.76	8.51	0.99	0.30	0.64	0.29	0.28
ILLINOIS	23.07	34.58	33.20	5.25	2.75	0.45	0.45	0.26
INDIANA	45.96	19.53	31.32	0.63	0.02	1.30	0.45	0.80
IOWA	40.88	36.53	17.48	3.16	.	1.05	0.67	0.23
KANSAS	49.03	32.16	14.50	2.48	0.59	0.45	0.37	0.43
KENTUCKY	33.63	40.38	21.96	1.10	0.07	1.46	0.44	0.97
LOUISIANA	18.32	37.00	41.14	0.71	0.14	1.67	0.00	1.04
MAINE	44.01	36.90	14.68	0.72	1.48	0.18	1.48	0.56
MARYLAND	39.82	23.88	27.13	3.24	4.04	0.71	0.65	0.53
MASSACHUSETTS	60.78	16.19	14.18	2.51	4.28	0.24	1.02	0.81
MICHIGAN	41.80	30.66	23.23	3.97	.	0.11	0.08	0.15
MINNESOTA	57.40	26.51	9.14	4.48	0.35	1.10	0.70	0.32
MISSISSIPPI	30.30	40.50	26.84	0.40	0.06	0.78	0.12	1.00
MISSOURI	45.50	34.56	15.87	2.62	0.80	0.15	0.05	0.44
MONTANA	45.82	37.72	13.55	1.12	0.23	0.45	0.80	0.30
NEBRASKA	50.25	32.87	14.68	0.84	0.35	0.29	0.29	0.42
NEVADA	40.53	41.53	15.04	2.56	0.02	0.00	0.02	0.30
NEW HAMPSHIRE	76.76	14.30	2.87	0.14	2.64	0.57	2.62	0.10
NEW JERSEY	33.60	31.80	21.90	4.43	7.04	0.20	0.08	0.95
NEW MEXICO	34.76	29.76	32.36	1.01	0.00	1.05	0.18	0.87
NEW YORK	43.74	13.15	32.92	4.88	1.97	0.99	1.71	0.63
NORTH CAROLINA	45.96	29.72	21.63	1.64	0.24	0.63	0.11	0.08
NORTH DAKOTA	75.72	18.07	3.80	0.33	0.26	0.62	0.97	0.24
OHIO	57.77	30.38	5.88	3.81	0.00	0.58	0.00	1.58
OKLAHOMA	41.48	42.17	14.41	0.54	0.06	0.71	0.12	0.53
OREGON	67.46	19.42	8.04	1.84	1.45	0.98	0.37	0.44
PENNSYLVANIA	28.48	43.07	22.52	2.49	1.82	1.15	0.23	0.22
PUERTO RICO	47.82	17.68	27.08	4.38	1.36	0.16	0.02	1.50
RHODE ISLAND	42.30	22.42	28.17	0.26	2.84	0.66	2.06	1.30
SOUTH CAROLINA	16.20	47.77	33.08	1.06	0.20	0.78	0.11	0.80
SOUTH DAKOTA	57.94	29.29	9.23	1.00	0.47	0.96	0.92	0.19
TENNESSEE	32.06	42.63	22.06	0.80	0.29	0.24	0.07	1.85
TEXAS	19.45	56.86	21.24	0.76	0.04	0.07	0.01	1.58
UTAH	35.32	33.73	26.89	3.28	0.00	0.14	0.00	0.64
VERMONT	75.97	10.30	5.92	2.25	2.44	0.24	1.93	0.95
VIRGINIA	30.12	38.18	27.80	1.43	0.91	0.79	0.42	0.35
WASHINGTON	42.53	39.67	16.14	0.67	0.35	0.33	0.03	0.28
WEST VIRGINIA	34.52	45.68	18.39	0.29	0.01	0.39	0.06	0.66
WISCONSIN	32.65	47.47	17.62	1.32	0.09	0.45	0.09	0.30
WYOMING	45.07	41.15	10.89	0.54	0.15	0.87	0.92	0.41
AMERICAN SAMOA	52.48	35.95	10.74	.	.	.	.	0.83
GUAM	22.74	28.77	47.95	0.22	0.00	0.11	0.22	0.00
NORTHERN MARIANAS	84.69	13.78	0.51	0.00	0.00	0.00	0.00	1.02
PALAU	47.89	28.17	23.94	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	21.96	34.73	41.29	0.00	0.00	0.00	1.55	0.48
BUR. OF INDIAN AFFAIRS	56.57	34.59	7.58	0.29	0.11	0.04	0.61	0.22
U.S. AND OUTLYING AREAS	38.42	33.85	22.53	2.16	1.34	0.56	0.45	0.67
50 STATES, D.C. & P.R.	38.40	33.85	22.54	2.17	1.35	0.56	0.45	0.68

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

SPECIFIC LEARNING DISABILITIES

	NUMBER								
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	10,018	11,120	1,271	31	1	8	48	33
ALASKA	2,699	1,884	260	28	2	1	10	2
ARIZONA	9,657	11,514	3,255	44	53	0	13	20
ARKANSAS	4,927	7,597	987	0	32	0	30	51
CALIFORNIA	81,655	64,910	39,439	381	1,490	0	126	760
COLORADO	12,787	3,984	725	87	37	44	91	53
CONNECTICUT	11,219	4,514	2,110	72	229	6	95	13
DELAWARE	796	3,125	142	117	0	32	8	5
DISTRICT OF COLUMBIA	517	910	416	73	323	0	8	0
FLORIDA	30,473	34,608	15,616	248	295	195	7	38
GEORGIA	9,210	10,697	3,681	7	1	82	0	10
HAWAII	1,195	2,774	1,006	13	7	0	25	27
IDAHO	4,546	2,227	165	24	8	3	22	5
ILLINOIS	16,792	32,950	19,232	434	171	77	8	41
INDIANA	18,241	8,179	5,721	26	1	159	18	162
IOWA	8,517	6,869	1,534	119	.	59	70	18
KANSAS	7,526	4,533	858	20	18	17	8	28
KENTUCKY	5,241	5,687	1,351	44	1	54	19	50
LOUISIANA	4,068	10,971	7,692	4	11	134	0	122
MAINE	3,824	3,063	400	7	5	0	5	14
MARYLAND	12,249	7,735	5 825	47	230	6	8	99
MASSACHUSETTS	30,389	8,369	3,847	303	417	35	75	33
MICHIGAN	21,259	19,314	9,589	338	.	6	10	43
MINNESOTA	14,744	5,811	573	105	16	57	39	17
MISSISSIPPI	5,831	8,256	3,707	19	2	4	5	98
MISSOURI	18,604	14,525	3,190	127	45	0	5	94
MONTANA	2,671	2,256	331	12	6	2	13	4
NEBRASKA	5,484	3,546	560	16	8	27	11	15
NEVADA	4,311	4,732	1,038	18	3	0	0	17
NEW HAMPSHIRE	5,735	953	119	2	71	17	54	4
NEW JERSEY	21,702	22,264	12,071	737	1,091	18	5	249
NEW MEXICO	5,943	5,564	4,587	71	0	14	6	87
NEW YORK	61,610	17,171	35,148	1,088	604	75	339	159
NORTH CAROLINA	19,987	9,813	2,098	55	5	46	0	9
NORTH DAKOTA	2,821	409	15	3	4	5	5	2
OHIO	39,947	6,031	798	63	0	86	0	128
OKLAHOMA	11,293	10,762	1,284	67	9	60	14	48
OREGON	13,106	3,583	407	144	110	56	14	37
PENNSYLVANIA	21,086	32,067	9,570	232	0	167	0	43
PUERTO RICO	7,113	2,641	1,709	256	107	17	1	17
RHODE ISLAND	3,483	1,816	1,883	13	47	6	19	26
SOUTH CAROLINA	3,592	11,970	3,572	3	20	1	2	93
SOUTH DAKOTA	2,489	972	65	12	0	6	1	2
TENNESSEE	11,997	15,806	4,045	42	31	7	7	225
TEXAS	29,772	97,794	22,106	252	1	6	1	380
UTAH	5,853	6,027	2,811	56	0	0	0	34
VERMONT	2,195	253	44	16	25	0	16	5
VIRGINIA	13,309	18,078	7,362	51	63	95	29	70
WASHINGTON	12,020	11,084	2,336	49	23	0	0	30
WEST VIRGINIA	4,876	5,654	953	3	0	5	2	33
WISCONSIN	9,533	15,201	1,899	53	7	5	5	28
WYOMING	1,757	1,532	147	1	3	6	14	8
AMERICAN SAMOA	124	69	0	.	.	.	.	0
GUAM	179	236	381	1	0	1	1	0
NORTHERN MARIANAS	147	10	0	0	0	0	0	0
PALAU	30	19	7	0	0	0	0	0
VIRGIN ISLANDS	120	289	0	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	1,054	739	116	.	1	1	0	3
U.S. AND OUTLYING AREAS	672,323	605,467	250,054	6,034	5,634	1,708	1,313	3,592
50 STATES, D.C. & P.R.	670,669	604,105	249,550	6,033	5,633	1,706	1,311	3,589

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

SPECIFIC LEARNING DISABILITIES

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	44.47	49.36	5.64	0.14	0.00	0.04	0.21	0.15
ALASKA	55.24	38.56	5.32	0.57	0.04	0.02	0.20	0.04
ARIZONA	39.33	46.89	13.26	0.18	0.22	0.00	0.05	0.08
ARKANSAS	36.16	55.76	7.24	0.00	0.23	0.00	0.22	0.37
CALIFORNIA	43.26	34.39	20.89	0.20	0.79	0.00	0.07	0.40
COLORADO	71.80	22.37	4.07	0.49	0.21	0.25	0.51	0.30
CONNECTICUT	61.45	24.72	11.56	0.39	1.25	0.03	0.52	0.07
DELAWARE	18.84	73.96	3.36	2.77	0.00	0.76	0.19	0.12
DISTRICT OF COLUMBIA	23.01	40.50	18.51	3.25	14.37	0.00	0.36	0.00
FLORIDA	37.40	42.47	19.17	0.30	0.36	0.24	0.01	0.05
GEORGIA	38.88	45.16	15.54	0.03	0.00	0.35	0.00	0.04
HAWAII	23.68	54.96	19.93	0.26	0.14	0.00	0.50	0.53
IDAHO	64.94	31.81	2.36	0.34	0.11	0.04	0.31	0.07
ILLINOIS	24.09	47.27	27.59	0.62	0.25	0.11	0.01	0.06
INDIANA	56.11	25.16	17.60	0.08	0.00	0.49	0.06	0.50
IOWA	49.56	39.97	8.93	0.69	.	0.34	0.41	0.10
KANSAS	57.86	34.85	6.60	0.15	0.14	0.13	0.06	0.22
KENTUCKY	42.11	45.69	10.85	0.35	0.01	0.43	0.15	0.40
LOUISIANA	17.69	47.70	33.44	0.02	0.05	0.58	0.00	0.53
MAINE	52.25	41.86	5.47	0.10	0.07	0.00	0.07	0.19
MARYLAND	46.75	29.52	22.23	0.18	0.88	0.02	0.03	0.38
MASSACHUSETTS	69.91	19.25	8.85	0.70	0.96	0.08	0.17	0.08
MICHIGAN	42.05	38.20	18.97	0.67	.	0.01	0.02	0.09
MINNESOTA	69.02	27.20	2.68	0.49	0.07	0.27	0.18	0.08
MISSISSIPPI	32.54	46.07	20.68	0.11	0.01	0.02	0.03	0.55
MISSOURI	50.84	39.70	8.72	0.35	0.12	0.00	0.01	0.26
MONTANA	50.44	42.61	6.25	0.23	0.11	0.04	0.25	0.08
NEBRASKA	56.73	36.68	5.79	0.17	0.08	0.28	0.11	0.16
NEVADA	42.60	46.76	10.26	0.18	0.03	0.00	0.00	0.17
NEW HAMPSHIRE	82.46	13.70	1.71	0.03	1.02	0.24	0.78	0.06
NEW JERSEY	37.33	38.30	20.76	1.27	1.88	0.03	0.01	0.43
NEW MEXICO	36.52	34.19	28.19	0.44	0.00	0.09	0.04	0.53
NEW YORK	53.02	14.78	30.25	0.94	0.52	0.06	0.29	0.14
NORTH CAROLINA	62.43	30.65	6.55	0.17	0.02	0.14	0.00	0.03
NORTH DAKOTA	86.43	12.53	0.46	0.09	0.12	0.15	0.15	0.06
OHIO	84.90	12.82	1.70	0.13	0.00	0.18	0.00	0.27
OKLAHOMA	47.98	45.72	5.46	0.28	0.04	0.25	0.06	0.20
OREGON	75.08	20.52	2.33	0.82	0.63	0.32	0.08	0.21
PENNSYLVANIA	33.38	50.77	15.15	0.37	0.00	0.26	0.00	0.07
PUERTO RICO	59.97	22.27	14.41	2.16	0.90	0.14	0.01	0.14
RHODE ISLAND	47.76	24.90	25.82	0.18	0.64	0.08	0.26	0.36
SOUTH CAROLINA	18.66	62.17	18.55	0.02	0.10	0.01	0.01	0.48
SOUTH DAKOTA	70.17	27.40	1.83	0.34	0.00	0.17	0.03	0.06
TENNESSEE	37.30	49.15	12.58	0.13	0.10	0.02	0.02	0.70
TEXAS	19.81	65.06	14.71	0.17	0.00	0.00	0.00	0.25
UTAH	39.60	40.78	19.02	0.38	0.00	0.00	0.00	0.23
VERMONT	85.94	9.91	1.72	0.63	0.98	0.00	0.63	0.20
VIRGINIA	34.08	46.29	18.85	0.13	0.16	0.24	0.07	0.18
WASHINGTON	47.06	43.40	9.15	0.19	0.09	0.00	0.00	0.12
WEST VIRGINIA	42.30	49.05	8.27	0.03	0.00	0.04	0.02	0.29
WISCONSIN	35.66	56.87	7.10	0.20	0.03	0.02	0.02	0.10
WYOMING	50.66	44.18	4.24	0.03	0.09	0.17	0.40	0.23
AMERICAN SAMOA	64.25	35.75	0.00	.	.	.	.	0.00
GUAM	22.40	29.54	47.68	0.13	0.00	0.13	0.13	0.00
NORTHERN MARIANAS	93.63	6.37	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	53.57	33.93	12.50	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	29.27	70.49	0.00	0.00	0.00	0.00	0.24	0.00
BUR. OF INDIAN AFFAIRS	55.07	38.61	6.06	.	0.05	0.05	0.00	0.16
U.S. AND OUTLYING AREAS	43.48	39.16	16.17	0.39	0.36	0.11	0.08	0.23
50 STATES, D.C. & P.R.	43.48	39.16	16.18	0.39	0.37	0.11	0.08	0.23

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	1,007	64	19	0	.	.	1	0
ALASKA	347	42	7	0	0	0	1	0
ARIZONA	942	103	35	0	1	0	0	1
ARKANSAS	486	192	54	0	0	0	0	1
CALIFORNIA	11,188	2,701	1,964	40	49	0	4	25
COLORADO	2,035	360	62	11	3	0	5	3
CONNECTICUT	1,645	588	212	7	20	2	4	3
DELAWARE	50	18	1	0	0	1	0	0
DISTRICT OF COLUMBIA	17	31	6	0	14	0	0	0
FLORIDA	7,532	1,053	511	11	15	7	0	1
GEORGIA	1,735	313	57	0	0	4	1	0
HAWAII	62	129	35	0	0	0	1	0
IDAHO	347	109	13	0	0	1	0	0
ILLINOIS	4,837	264	408	23	1	3	0	0
INDIANA	2,341	23	0	0	0	3	0	4
IOWA	460	125	11	5	.	1	2	2
KANSAS	794	82	15	1	1	0	0	1
KENTUCKY	1,203	26	5	1	0	2	0	1
LOUISIANA	1,339	186	201	0	0	5	0	4
MAINE	1,018	531	106	1	5	0	0	3
MARYLAND	2,694	1,095	1,225	16	23	1	2	14
MASSACHUSETTS	9,870	779	798	31	81	.	30	26
MICHIGAN	3,569	405	117	24	.	0	1	14
MINNESOTA	1,991	255	19	8	2	0	2	4
MISSISSIPPI	1,145	89	36	0	2	0	0	1
MISSOURI	2,536	551	126	18	2	0	0	1
MONTANA	270	29	14	1	0	0	0	1
NEBRASKA	1,824	249	80	19	14	10	0	1
NEVADA	312	21	37	0	0	0	0	0
NEW HAMPSHIRE	1,255	303	50	2	21	1	10	0
NEW JERSEY	2,830	628	559	38	91	0	0	6
NEW MEXICO	654	498	478	4	0	1	1	7
NEW YORK	4,305	1,030	3,278	77	49	0	28	5
NORTH CAROLINA	1,300	38	69	0	0	0	0	1
NORTH DAKOTA	592	38	6	0	1	0	0	1
OHIO	3,900	0	0	0	0	0	0	0
OKLAHOMA	980	167	4	0	0	0	0	0
OREGON	1,877	364	80	15	10	5	1	4
PENNSYLVANIA	2,539	558	35	9	0	0	0	5
PUERTO RICO	432	150	33	0	10	0	0	2
RHODE ISLAND	393	193	128	1	6	0	1	0
SOUTH CAROLINA	745	36	5	1	0	0	0	1
SOUTH DAKOTA	150	10	1	0	0	0	0	0
TENNESSEE	1,752	1,299	380	1	2	0	1	12
TEXAS	4,323	956	149	2	2	0	0	7
UTAH	521	237	225	0	0	0	0	2
VERMONT	515	85	48	6	5	0	4	7
VIRGINIA	2,132	78	64	0	2	3	3	3
WASHINGTON	1,008	70	21	0	4	0	0	2
WEST VIRGINIA	517	52	4	0	0	0	0	1
WISCONSIN	1,820	129	35	2	0	0	0	3
WYOMING	262	160	27	0	0	0	1	0
AMERICAN SAMOA	3	0	0	.	.	.	.	0
GUAM	7	3	3	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	2	0	0	0	0	0
VIRGIN ISLANDS	21	0	17	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	297	5	3	2	.	.	.	.
U.S. AND OUTLYING AREAS	98,726	17,500	11,878	377	436	50	104	180
50 STATES, D.C. & P.R.	98,398	17,492	11,853	375	436	50	104	180

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	92.30	5.87	1.74	0.00	.	.	0.09	0.00
ALASKA	87.41	10.58	1.76	0.00	0.00	0.00	0.25	0.00
ARIZONA	87.06	9.52	3.23	0.00	0.09	0.00	0.00	0.09
ARKANSAS	66.30	26.19	7.37	0.00	0.00	0.00	0.00	0.14
CALIFORNIA	70.05	16.91	12.30	0.25	0.31	0.00	0.03	0.16
COLORADO	82.09	14.52	2.50	0.44	0.12	0.00	0.20	0.12
CONNECTICUT	66.30	23.70	8.54	0.28	0.81	0.08	0.16	0.12
DELAWARE	71.43	25.71	1.43	0.00	0.00	1.43	0.00	0.00
DISTRICT OF COLUMBIA	25.00	45.59	8.82	0.00	20.59	0.00	0.00	0.00
FLORIDA	82.50	11.53	5.60	0.12	0.16	0.08	0.00	0.01
GEORGIA	82.23	14.83	2.70	0.00	0.00	0.19	0.05	0.00
HAWAII	27.31	56.83	15.42	0.00	0.00	0.00	0.44	0.00
IDAHO	73.83	23.19	2.77	0.00	0.00	0.21	0.00	0.00
ILLINOIS	87.37	4.77	7.37	0.42	0.02	0.05	0.00	0.00
INDIANA	98.73	0.97	0.00	0.00	0.00	0.13	0.00	0.17
IOWA	75.91	20.63	1.82	0.83	.	0.17	0.33	0.33
KANSAS	88.81	9.17	1.68	0.11	0.11	0.00	0.00	0.11
KENTUCKY	97.17	2.10	0.40	0.08	0.00	0.16	0.00	0.08
LOUISIANA	77.18	10.72	11.59	0.00	0.00	0.29	0.00	0.23
MAINE	61.18	31.91	6.37	0.06	0.30	0.00	0.00	0.18
MARYLAND	53.14	21.60	24.16	0.32	0.45	0.02	0.04	0.28
MASSACHUSETTS	84.98	6.71	6.87	0.27	0.70	.	0.26	0.22
MICHIGAN	86.42	9.81	2.83	0.58	.	0.00	0.02	0.34
MINNESOTA	87.29	11.18	0.83	0.35	0.09	0.00	0.09	0.18
MISSISSIPPI	89.95	6.99	2.83	0.00	0.16	0.00	0.00	0.08
MISSOURI	78.42	17.04	3.90	0.56	0.06	0.00	0.00	0.03
MONTANA	85.71	9.21	4.44	0.32	0.00	0.00	0.00	0.32
NEBRASKA	83.02	11.33	3.64	0.86	0.64	0.46	0.00	0.05
NEVADA	84.32	5.68	10.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	76.43	18.45	3.05	0.12	1.28	0.06	0.61	0.00
NEW JERSEY	68.16	15.13	13.46	0.92	2.19	0.00	0.00	0.14
NEW MEXICO	39.81	30.31	29.09	0.24	0.00	0.06	0.06	0.43
NEW YORK	49.08	11.74	37.37	0.88	0.56	0.00	0.32	0.06
NORTH CAROLINA	92.33	2.70	4.90	0.00	0.00	0.00	0.00	0.07
NORTH DAKOTA	92.79	5.96	0.94	0.00	0.16	0.00	0.00	0.16
OHIO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	85.14	14.51	0.35	0.00	0.00	0.00	0.00	0.00
OREGON	79.67	15.45	3.40	0.64	0.42	0.21	0.04	0.17
PENNSYLVANIA	80.71	17.74	1.11	0.29	0.00	0.00	0.00	0.16
PUERTO RICO	68.90	23.92	5.26	0.00	1.59	0.00	0.00	0.32
RHODE ISLAND	54.43	26.73	17.73	0.14	0.83	0.00	0.14	0.00
SOUTH CAROLINA	94.54	4.57	0.63	0.13	0.00	0.00	0.00	0.13
SOUTH DAKOTA	93.17	6.21	0.62	0.00	0.00	0.00	0.00	0.00
TENNESSEE	50.83	37.68	11.02	0.03	0.06	0.00	0.03	0.35
TEXAS	79.48	17.58	2.74	0.04	0.04	0.00	0.00	0.13
UTAH	52.89	24.06	22.84	0.00	0.00	0.00	0.00	0.20
VERMONT	76.87	12.69	7.16	0.90	0.75	0.00	0.60	1.04
VIRGINIA	93.30	3.41	2.80	0.00	0.09	0.13	0.13	0.13
WASHINGTON	91.22	6.33	1.90	0.00	0.36	0.00	0.00	0.18
WEST VIRGINIA	90.07	9.06	0.70	0.00	0.00	0.00	0.00	0.17
WISCONSIN	91.50	6.49	1.76	0.10	0.00	0.00	0.00	0.15
WYOMING	58.22	35.56	6.00	0.00	0.00	0.00	0.22	0.00
AMERICAN SAMOA	100.00	0.00	0.00	.	.	.	.	0.00
GUAM	53.85	23.08	23.08	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	55.26	0.00	44.74	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	96.74	1.63	0.98	0.65	.		.	.
U.S. AND OUTLYING AREAS	76.38	13.54	9.19	0.29	0.34	0.04	0.08	0.14
50 STATES, D.C. & P.R.	76.34	13.57	9.20	0.29	0.34	0.04	0.08	0.14

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

MENTAL RETARDATION

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	1,242	6,209	4,582	245	32	8	50	21
ALASKA	69	113	168	3	0	0	1	0
ARIZONA	139	570	2,135	88	27	0	3	9
ARKANSAS	555	3,626	2,285	6	85	0	97	33
CALIFORNIA	643	2,182	9,820	634	311	0	33	169
COLORADO	497	459	639	11	2	3	5	10
CONNECTICUT	154	503	1,185	87	50	4	24	2
DELAWARE	39	561	206	94	0	5	12	3
DISTRICT OF COLUMBIA	10	282	208	123	84	0	12	0
FLORIDA	2,660	3,999	10,717	790	55	65	1	17
GEORGIA	610	4,012	9,829	92	0	195	1	23
HAWAII	131	640	616	5	1	0	12	5
IDAHO	321	554	413	11	3	2	2	1
ILLINOIS	772	545	9,353	1,344	582	22	78	20
INDIANA	1,208	1,494	7,335	92	1	49	43	65
IOWA	1,947	2,792	2,105	240	.	31	25	10
KANSAS	416	917	1,353	37	15	11	28	7
KENTUCKY	1,753	4,486	3,186	56	0	22	16	77
LOUISIANA	500	854	4,887	145	33	95	0	63
MAINE	37	210	354	4	10	0	1	0
MARYLAND	233	486	1,846	447	80	6	9	7
MASSACHUSETTS	1,420	1,563	2,907	144	295	.	95	24
MICHIGAN	1,560	1,927	5,742	1,066	.	2	5	8
MINNESOTA	668	2,087	1,776	142	6	9	7	12
MISSISSIPPI	267	1,396	2,297	26	0	39	7	39
MISSOURI	337	1,613	3,344	796	50	0	4	35
MONTANA	86	206	286	1	1	0	1	1
NEBRASKA	613	1,444	972	30	8	6	14	7
NEVADA	34	214	403	114	0	0	1	1
NEW HAMPSHIRE	266	140	84	0	24	2	11	0
NEW JERSEY	67	236	1,150	468	280	0	2	13
NEW MEXICO	158	127	699	3	0	2	0	8
NEW YORK	448	755	4,951	1,408	235	18	104	45
NORTH CAROLINA	1,259	5,045	6,959	423	68	12	16	1
NORTH DAKOTA	177	285	126	0	2	2	3	7
OHIO	6,773	17,817	2,106	96	0	93	0	95
OKLAHOMA	487	2,174	2,090	26	3	26	8	19
OREGON	495	545	818	50	14	7	25	6
PENNSYLVANIA	951	4,827	7,140	699	81	34	19	31
PUERTO RICO	2,047	813	3,594	597	66	16	3	79
RHODE ISLAND	13	30	402	1	45	0	8	1
SOUTH CAROLINA	566	2,263	5,672	167	7	24	15	82
SOUTH DAKOTA	92	357	214	4	9	5	4	0
TENNESSEE	500	2,977	4,863	61	18	8	7	61
TEXAS	138	2,055	9,140	326	15	19	4	50
UTAH	60	169	1,203	18	0	0	0	6
VERMONT	401	122	108	10	15	1	7	4
VIRGINIA	160	2,013	5,343	84	40	44	25	30
WASHINGTON	416	1,320	1,642	19	8	0	1	5
WEST VIRGINIA	306	2,225	2,025	19	0	4	2	35
WISCONSIN	312	2,053	3,351	184	2	23	4	24
WYOMING	24	122	154	3	0	5	4	3
AMERICAN SAMOA	0	12	14	.	.	.	.	0
GUAM	1	10	32	0	0	0	0	0
NORTHERN MARIANAS	7	6	0	0	0	0	0	0
PALAU	0	1	3	0	0	0	0	0
VIRGIN ISLANDS	32	0	279	0	0	0	1	1
BUR. OF INDIAN AFFAIRS	56	70	31	2	.	0	.	.
U.S. AND OUTLYING AREAS	35,133	94,513	155,142	11,541	2,663	919	860	1,275
50 STATES, D.C. & P.R.	35,037	94,414	154,783	11,539	2,663	919	859	1,274

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Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

MENTAL RETARDATION

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	10.03	50.12	36.98	1.98	0.26	0.06	0.40	0.17
ALASKA	19.49	31.92	47.46	0.85	0.00	0.00	0.28	0.00
ARIZONA	4.68	19.19	71.86	2.96	0.91	0.00	0.10	0.30
ARKANSAS	8.30	54.22	34.17	0.09	1.27	0.00	1.45	0.49
CALIFORNIA	4.66	15.82	71.20	4.60	2.25	0.00	0.24	1.23
COLORADO	30.57	28.23	39.30	0.68	0.12	0.18	0.31	0.62
CONNECTICUT	7.67	25.04	58.98	4.33	2.49	0.20	1.19	0.10
DELAWARE	4.24	60.98	22.39	10.22	0.00	0.54	1.30	0.33
DISTRICT OF COLUMBIA	1.39	39.22	28.93	17.11	11.68	0.00	1.67	0.00
FLORIDA	14.53	21.85	58.55	4.32	0.30	0.36	0.01	0.09
GEORGIA	4.13	27.18	66.58	0.62	0.00	1.32	0.01	0.16
HAWAII	9.29	45.39	43.69	0.35	0.07	0.00	0.85	0.35
IDAHO	24.56	42.39	31.60	0.84	0.23	0.15	0.15	0.08
ILLINOIS	6.07	4.29	73.55	10.57	4.58	0.17	0.61	0.16
INDIANA	11.74	14.52	71.30	0.89	0.01	0.48	0.42	0.63
IOWA	27.23	39.05	29.44	3.36	.	0.43	0.35	0.14
KANSAS	14.94	32.94	48.60	1.33	0.54	0.40	1.01	0.25
KENTUCKY	18.27	46.75	33.20	0.58	0.00	0.23	0.17	0.80
LOUISIANA	7.60	12.98	74.30	2.20	0.50	1.44	0.00	0.96
MAINE	6.01	34.09	57.47	0.65	1.62	0.00	0.16	0.00
MARYLAND	7.48	15.61	59.28	14.35	2.57	0.19	0.29	0.22
MASSACHUSETTS	22.02	24.24	45.08	2.23	4.58	.	1.47	0.37
MICHIGAN	15.13	18.69	55.69	10.34	.	0.02	0.05	0.08
MINNESOTA	14.19	44.34	37.73	3.02	0.13	0.19	0.15	0.25
MISSISSIPPI	6.56	34.29	56.42	0.64	0.00	0.96	0.17	0.96
MISSOURI	5.45	26.10	54.12	12.88	0.81	0.00	0.06	0.57
MONTANA	14.78	35.40	49.14	0.17	0.17	0.00	0.17	0.17
NEBRASKA	19.81	46.67	31.42	0.97	0.26	0.19	0.45	0.23
NEVADA	4.43	27.90	52.54	14.86	0.00	0.00	0.13	0.13
NEW HAMPSHIRE	50.47	26.57	15.94	0.00	4.55	0.38	2.09	0.00
NEW JERSEY	3.02	10.65	51.90	21.12	12.64	0.00	0.09	0.59
NEW MEXICO	15.85	12.74	70.11	0.30	0.00	0.20	0.00	0.80
NEW YORK	5.63	9.48	62.17	17.68	2.95	0.23	1.31	0.57
NORTH CAROLINA	9.13	36.60	50.49	3.07	0.49	0.09	0.12	0.01
NORTH DAKOTA	29.40	47.34	20.93	0.00	0.33	0.33	0.50	1.16
OHIO	25.10	66.04	7.81	0.36	0.00	0.34	0.00	0.35
OKLAHOMA	10.08	44.98	43.24	0.54	0.06	0.54	0.17	0.39
OREGON	25.26	27.81	41.73	2.55	0.71	0.36	1.28	0.31
PENNSYLVANIA	6.90	35.02	51.81	5.07	0.59	0.25	0.14	0.22
PUERTO RICO	28.37	11.27	49.81	8.27	0.91	0.22	0.04	1.09
RHODE ISLAND	2.60	6.00	80.40	0.20	9.00	0.00	1.60	0.20
SOUTH CAROLINA	6.43	25.73	64.48	1.90	0.08	0.27	0.17	0.93
SOUTH DAKOTA	13.43	52.12	31.24	0.58	1.31	0.73	0.58	0.00
TENNESSEE	5.89	35.04	57.25	0.72	0.21	0.09	0.08	0.72
TEXAS	1.17	17.49	77.81	2.78	0.13	0.16	0.03	0.43
UTAH	4.12	11.61	82.62	1.24	0.00	0.00	0.00	0.41
VERMONT	60.03	18.26	16.17	1.50	2.25	0.15	1.05	0.60
VIRGINIA	2.07	26.01	69.04	1.09	0.52	0.57	0.32	0.39
WASHINGTON	12.20	38.70	48.14	0.56	0.23	0.00	0.03	0.15
WEST VIRGINIA	6.63	48.20	43.87	0.41	0.00	0.09	0.04	0.76
WISCONSIN	5.24	34.49	56.29	3.09	0.03	0.39	0.07	0.40
WYOMING	7.62	38.73	48.89	0.95	0.00	1.59	1.27	0.95
AMERICAN SAMOA	0.00	46.15	53.85	.	.	.	.	0.00
GUAM	2.33	23.26	74.42	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	53.85	46.15	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	25.00	75.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	10.22	0.00	89.14	0.00	0.00	0.00	0.32	0.32
BUR. OF INDIAN AFFAIRS	35.22	44.03	19.50	1.26	.	0.00	.	.
U.S. AND OUTLYING AREAS	11.63	31.29	51.36	3.82	0.88	0.30	0.28	0.42
50 STATES, D.C. & P.R.	11.62	31.32	51.34	3.83	0.88	0.30	0.28	0.42

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

EMOTIONAL DISTURBANCE

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	1,194	1,203	549	78	4	19	189	52
ALASKA	152	172	87	112	8	2	8	0
ARIZONA	649	776	1,101	247	264	0	55	20
ARKANSAS	34	71	82	0	18	0	18	11
CALIFORNIA	1,673	1,595	4,145	603	4,202	0	905	287
COLORADO	2,326	860	816	287	117	110	528	171
CONNECTICUT	1,613	960	1,569	218	584	45	333	28
DELAWARE	33	159	39	68	1	19	11	3
DISTRICT OF COLUMBIA	14	73	449	66	306	0	21	0
FLORIDA	7,458	5,231	5,685	478	483	310	7	50
GEORGIA	2,497	3,968	4,039	387	0	370	52	12
HAWAII	404	602	441	41	15	0	31	75
IDAHO	157	113	66	47	11	8	6	15
ILLINOIS	2,073	3,472	6,506	3,926	2,143	216	377	42
INDIANA	2,037	773	3,179	188	9	241	154	168
IOWA	1,484	1,433	1,530	566	.	169	109	24
KANSAS	1,043	841	478	283	63	52	34	26
KENTUCKY	629	829	1,210	153	8	221	90	95
LOUISIANA	389	795	2,021	99	0	261	0	86
MAINE	667	746	541	56	157	1	157	30
MARYLAND	945	596	1,769	487	1,138	143	135	63
MASSACHUSETTS	1,136	584	1,724	1,127	1,656	75	179	77
MICHIGAN	4,683	2,486	2,611	1,060	.	21	50	16
MINNESOTA	5,098	2,448	1,239	1,636	124	296	256	84
MISSISSIPPI	39	84	104	5	11	8	12	25
MISSOURI	1,902	1,564	1,495	313	309	0	16	81
MONTANA	258	168	174	63	10	10	45	8
NEBRASKA	612	468	663	71	25	3	22	12
NEVADA	291	271	273	92	0	0	1	9
NEW HAMPSHIRE	882	152	41	11	152	41	169	6
NEW JERSEY	1,503	1,443	2,092	816	2,322	57	21	282
NEW MEXICO	649	271	952	71	0	123	34	42
NEW YORK	5,087	2,252	9,916	3,989	1,325	1,524	2,033	687
NORTH CAROLINA	1,355	1,198	2,171	278	18	84	1	30
NORTH DAKOTA	282	184	44	6	7	12	34	2
OHIO	1,974	2,737	1,222	1,814	0	229	0	329
OKLAHOMA	461	714	805	39	4	41	15	52
OREGON	1,012	283	414	228	208	90	51	44
PENNSYLVANIA	1,789	3,546	3,826	1,096	1,104	912	55	108
PUERTO RICO	126	57	129	10	2	1	0	23
RHODE ISLAND	319	218	433	1	159	67	178	21
SOUTH CAROLINA	286	1,170	1,452	138	42	88	19	74
SOUTH DAKOTA	135	73	87	20	6	8	10	2
TENNESSEE	527	588	914	98	29	27	17	77
TEXAS	3,035	9,854	7,440	636	38	1	8	1,074
UTAH	670	509	843	75	0	0	0	65
VERMONT	773	88	103	90	82	12	65	26
VIRGINIA	1,494	2,120	2,931	652	428	212	175	72
WASHINGTON	978	989	683	121	47	5	5	19
WEST VIRGINIA	407	470	428	11	2	12	5	46
WISCONSIN	2,547	4,301	2,397	332	31	78	36	57
WYOMING	138	204	167	22	0	0	29	5
AMERICAN SAMOA	0	3	2	.	.	.	.	0
GUAM	0	3	2	0	0	0	0	0
NORTHERN MARIANAS	2	1	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	1	0	18	0	0	0	9	1
BUR. OF INDIAN AFFAIRS	106	94	42	.	2	.	10	3
U.S. AND OUTLYING AREAS	68,028	66,863	84,140	23,311	17,674	6,224	6,780	4,717
50 STATES, D.C. & P.R.	67,919	66,762	84,075	23,311	17,672	6,224	6,761	4,713

Please see data notes for an explanation of individual State differences.
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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

EMOTIONAL DISTURBANCE

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	36.31	36.59	16.70	2.37	0.12	0.58	5.75	1.58
ALASKA	28.10	31.79	16.08	20.70	1.48	0.37	1.48	0.00
ARIZONA	20.85	24.94	35.38	7.94	8.48	0.00	1.77	0.64
ARKANSAS	14.53	30.34	35.04	0.00	7.69	0.00	7.69	4.70
CALIFORNIA	12.48	11.89	30.91	4.50	31.33	0.00	6.75	2.14
COLORADO	44.60	16.49	15.65	5.50	2.24	2.11	10.12	3.28
CONNECTICUT	30.15	17.94	29.33	4.07	10.92	0.84	6.22	0.52
DELAWARE	9.91	47.75	11.71	20.42	0.30	5.71	3.30	0.90
DISTRICT OF COLUMBIA	1.51	7.86	48.33	7.10	32.94	0.00	2.26	0.00
FLORIDA	37.85	26.55	28.85	2.43	2.45	1.57	0.04	0.25
GEORGIA	22.05	35.04	35.66	3.42	0.00	3.27	0.46	0.11
HAWAII	25.11	37.41	27.41	2.55	0.93	0.00	1.93	4.66
IDAHO	37.12	26.71	15.60	11.11	2.60	1.89	1.42	3.55
ILLINOIS	11.05	18.51	34.69	20.93	11.43	1.15	2.01	0.22
INDIANA	30.18	11.45	47.10	2.79	0.13	3.57	2.28	2.49
IOWA	27.92	26.96	28.79	10.65	.	3.18	2.05	0.45
KANSAS	36.99	29.82	16.95	10.04	2.23	1.84	1.21	0.92
KENTUCKY	19.44	25.63	37.40	4.73	0.25	6.83	2.78	2.94
LOUISIANA	10.65	21.77	55.35	2.71	0.00	7.15	0.00	2.36
MAINE	28.32	31.68	22.97	2.38	6.67	0.04	6.67	1.27
MARYLAND	17.91	11.30	33.53	9.23	21.57	2.71	2.56	1.19
MASSACHUSETTS	17.32	8.91	26.29	17.19	25.25	1.14	2.73	1.17
MICHIGAN	42.86	22.75	23.89	9.70	.	0.19	0.46	0.15
MINNESOTA	45.60	21.89	11.08	14.63	1.11	2.65	2.29	0.75
MISSISSIPPI	13.54	29.17	36.11	1.74	3.82	2.78	4.17	8.68
MISSOURI	33.49	27.54	26.32	5.51	5.44	0.00	0.28	1.43
MONTANA	35.05	22.83	23.64	8.56	1.36	1.36	6.11	1.09
NEBRASKA	32.62	24.95	35.34	3.78	1.33	0.16	1.17	0.64
NEVADA	31.06	28.92	29.14	9.82	0.00	0.00	0.11	0.96
NEW HAMPSHIRE	60.66	10.45	2.82	0.76	10.45	2.82	11.62	0.41
NEW JERSEY	17.61	16.90	24.51	9.56	27.20	0.67	0.25	3.30
NEW MEXICO	30.30	12.65	44.44	3.31	0.00	5.74	1.59	1.96
NEW YORK	18.97	8.40	36.98	14.88	4.94	5.68	7.58	2.56
NORTH CAROLINA	26.39	23.33	42.28	5.41	0.35	1.64	0.02	0.58
NORTH DAKOTA	49.39	32.22	7.71	1.05	1.23	2.10	5.95	0.35
OHIO	23.77	32.96	14.71	21.84	0.00	2.76	0.00	3.96
OKLAHOMA	21.63	33.51	37.78	1.83	0.19	1.92	0.70	2.44
OREGON	43.43	12.15	17.77	9.79	8.93	3.86	2.19	1.89
PENNSYLVANIA	14.39	28.51	30.77	8.81	8.88	7.33	0.44	0.87
PUERTO RICO	36.21	16.38	37.07	2.87	0.57	0.29	0.00	6.61
RHODE ISLAND	22.85	15.62	31.02	0.07	11.39	4.80	12.75	1.50
SOUTH CAROLINA	8.75	35.79	44.42	4.22	1.28	2.69	0.58	2.26
SOUTH DAKOTA	39.59	21.41	25.51	5.87	1.76	2.35	2.93	0.59
TENNESSEE	23.14	25.82	40.14	4.30	1.27	1.19	0.75	3.38
TEXAS	13.74	44.62	33.69	2.88	0.17	0.00	0.04	4.86
UTAH	30.99	23.54	38.99	3.47	0.00	0.00	0.00	3.01
VERMONT	62.39	7.10	8.31	7.26	6.62	0.97	5.25	2.10
VIRGINIA	18.48	26.22	36.26	8.07	5.29	2.62	2.16	0.89
WASHINGTON	34.35	34.74	23.99	4.25	1.65	0.18	0.18	0.67
WEST VIRGINIA	29.47	34.03	30.99	0.80	0.14	0.87	0.36	3.33
WISCONSIN	26.05	43.98	24.51	3.40	0.32	0.80	0.37	0.58
WYOMING	24.42	36.11	29.56	3.89	0.00	0.00	5.13	0.88
AMERICAN SAMOA	0.00	60.00	40.00	.	.	.	.	0.00
GUAM	0.00	60.00	40.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	3.45	0.00	62.07	0.00	0.00	0.00	31.03	3.45
BUR. OF INDIAN AFFAIRS	41.25	36.58	16.34	.	0.78	.	3.89	1.17
U.S. AND OUTLYING AREAS	24.49	24.07	30.29	8.39	6.36	2.24	2.44	1.70
50 STATES, D.C. & P.R.	24.48	24.06	30.30	8.40	6.37	2.24	2.44	1.70

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

MULTIPLE DISABILITIES

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	21	64	333	77	2	56	12	11
ALASKA	26	18	131	4	0	0	0	4
ARIZONA	73	58	299	24	38	46	1	17
ARKANSAS	19	69	242	9	26	0	73	16
CALIFORNIA	148	242	1,409	255	145	47	7	36
COLORADO	314	199	590	104	5	7	6	24
CONNECTICUT	146	165	318	99	77	11	25	7
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0	6	50	12	30	0	1	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1	2	87	2	0	0	0	1
IDAHO	31	35	114	13	4	1	0	2
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	16	9	263	18	0	28	12	10
IOWA	18	16	109	48	.	5	3	4
KANSAS	247	310	349	134	31	18	14	11
KENTUCKY	73	197	435	57	1	11	2	32
LOUISIANA	9	8	288	13	2	24	0	55
MAINE	171	324	529	24	26	4	30	10
MARYLAND	380	335	1,023	422	262	16	55	25
MASSACHUSETTS	140	167	442	116	213	61	134	77
MICHIGAN	142	19	258	508	.	0	0	10
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	1	7	132	26	0	36	1	13
MISSOURI	42	57	134	64	12	0	4	4
MONTANA	40	47	170	4	1	13	2	4
NEBRASKA	3	16	149	14	2	3	3	5
NEVADA	1	16	66	96	0	0	1	9
NEW HAMPSHIRE	64	19	16	0	16	1	14	1
NEW JERSEY	701	1,156	1,779	1,283	1,717	22	28	119
NEW MEXICO	76	50	292	4	0	21	0	23
NEW YORK	778	788	3,089	1,379	751	89	410	96
NORTH CAROLINA	15	56	386	100	43	37	47	1
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	242	1,755	1,171	1,586	0	2	0	42
OKLAHOMA	33	108	415	33	0	12	2	41
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	5	21	358	112	0	7	0	18
PUERTO RICO	30	20	184	37	3	0	0	145
RHODE ISLAND	0	2	67	0	25	0	7	1
SOUTH CAROLINA	0	5	37	16	0	58	0	4
SOUTH DAKOTA	19	49	91	1	8	14	28	5
TENNESSEE	21	61	444	71	58	17	2	31
TEXAS	133	940	1,654	189	10	10	3	143
UTAH	21	18	277	208	0	10	0	8
VERMONT	17	2	6	1	0	0	1	2
VIRGINIA	42	115	513	60	12	10	11	13
WASHINGTON	149	292	881	23	4	8	0	25
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	6	.	.	.	.	2
GUAM	2	7	18	0	0	0	0	0
NORTHERN MARIANAS	3	6	1	0	0	0	0	1
PALAU	1	0	2	0	0	0	0	0
VIRGIN ISLANDS	0	1	11	0	0	0	2	0
BUR. OF INDIAN AFFAIRS	14	39	15	4	.	.	5	.
U.S. AND OUTLYING AREAS	4,428	7,896	19,633	7,250	3,524	705	946	1,108
50 STATES, D.C. & P.R.	4,408	7,843	19,580	7,246	3,524	705	939	1,105

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

MULTIPLE DISABILITIES

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	3.65	11.11	57.81	13.37	0.35	9.72	2.08	1.91
ALASKA	14.21	9.84	71.58	2.19	0.00	0.00	0.00	2.19
ARIZONA	13.13	10.43	53.78	4.32	6.83	8.27	0.18	3.06
ARKANSAS	4.19	15.20	53.30	1.98	5.73	0.00	16.08	3.52
CALIFORNIA	6.47	10.57	61.56	11.14	6.33	2.05	0.31	1.57
COLORADO	25.14	15.93	47.24	8.33	0.40	0.56	0.48	1.92
CONNECTICUT	17.22	19.46	37.50	11.67	9.08	1.30	2.95	0.83
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	6.06	50.51	12.12	30.30	0.00	1.01	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1.08	2.15	93.55	2.15	0.00	0.00	0.00	1.08
IDAHO	15.50	17.50	57.00	6.50	2.00	0.50	0.00	1.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	4.49	2.53	73.88	5.06	0.00	7.87	3.37	2.81
IOWA	8.87	7.88	53.69	23.65	.	2.46	1.48	1.97
KANSAS	22.17	27.83	31.33	12.03	2.78	1.62	1.26	0.99
KENTUCKY	9.03	24.38	53.84	7.05	0.12	1.36	0.25	3.96
LOUISIANA	2.26	2.01	72.18	3.26	0.50	6.02	0.00	13.78
MAINE	15.30	28.98	47.32	2.15	2.33	0.36	2.68	0.89
MARYLAND	15.09	13.30	40.63	16.76	10.41	0.64	2.18	0.99
MASSACHUSETTS	10.37	12.37	32.74	8.59	15.78	4.52	9.93	5.70
MICHIGAN	15.15	2.03	27.53	54.22	.	0.00	0.00	1.07
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.46	3.24	61.11	12.04	0.00	16.67	0.46	6.02
MISSOURI	13.25	17.98	42.27	20.19	3.79	0.00	1.26	1.26
MONTANA	14.23	16.73	60.50	1.42	0.36	4.63	0.71	1.42
NEBRASKA	1.54	8.21	76.41	7.18	1.03	1.54	1.54	2.56
NEVADA	0.53	8.47	34.92	50.79	0.00	0.00	0.53	4.76
NEW HAMPSHIRE	48.85	14.50	12.21	0.00	12.21	0.76	10.69	0.76
NEW JERSEY	10.30	16.99	26.14	18.85	25.23	0.32	0.41	1.75
NEW MEXICO	16.31	10.73	62.66	0.86	0.00	4.51	0.00	4.94
NEW YORK	10.54	10.68	41.86	18.69	10.18	1.21	5.56	1.30
NORTH CAROLINA	2.19	8.18	56.35	14.60	6.28	5.40	6.86	0.15
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	5.04	36.58	24.41	33.06	0.00	0.04	0.00	0.88
OKLAHOMA	5.12	16.77	64.44	5.12	0.00	1.86	0.31	6.37
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0.96	4.03	68.71	21.50	0.00	1.34	0.00	3.45
PUERTO RICO	7.16	4.77	43.91	8.83	0.72	0.00	0.00	34.61
RHODE ISLAND	0.00	1.96	65.69	0.00	24.51	0.00	6.86	0.98
SOUTH CAROLINA	0.00	4.17	30.83	13.33	0.00	48.33	0.00	3.33
SOUTH DAKOTA	8.84	22.79	42.33	0.47	3.72	6.51	13.02	2.33
TENNESSEE	2.98	8.65	62.98	10.07	8.23	2.41	0.28	4.40
TEXAS	4.32	30.50	53.67	6.13	0.32	0.32	0.10	4.64
UTAH	3.87	3.32	51.11	38.38	0.00	1.85	0.00	1.48
VERMONT	58.62	6.90	20.69	3.45	0.00	0.00	3.45	6.90
VIRGINIA	5.41	14.82	66.11	7.73	1.55	1.29	1.42	1.68
WASHINGTON	10.78	21.13	63.75	1.66	0.29	0.58	0.00	1.81
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	75.00	.	.	.	.	25.00
GUAM	7.41	25.93	66.67	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	27.27	54.55	9.09	0.00	0.00	0.00	0.00	9.09
PALAU	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	7.14	78.57	0.00	0.00	0.00	14.29	0.00
BUR. OF INDIAN AFFAIRS	18.18	50.65	19.48	5.19	.	.	6.49	.
U.S. AND OUTLYING AREAS	9.73	17.36	43.16	15.94	7.75	1.55	2.08	2.44
50 STATES, D.C. & P.R.	9.72	17.29	43.18	15.98	7.77	1.55	2.07	2.44

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

HEARING IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	156	96	41	19	0	99	1	1
ALASKA	46	26	31	1	0	0	0	0
ARIZONA	301	107	64	0	0	136	0	2
ARKANSAS	78	91	30	20	0	0	52	2
CALIFORNIA	1,605	779	1,340	21	26	462	3	12
COLORADO	327	48	43	32	0	37	1	1
CONNECTICUT	176	52	26	20	40	1	29	1
DELAWARE	17	50	1	20	0	1	0	0
DISTRICT OF COLUMBIA	3	2	1	1	0	0	0	0
FLORIDA	470	251	331	10	2	327	0	2
GEORGIA	153	123	153	70	2	58	0	0
HAWAII	41	48	30	0	1	0	2	1
IDAHO	58	18	3	1	2	11	0	1
ILLINOIS	297	357	502	39	8	148	17	0
INDIANA	368	61	163	0	0	157	3	0
IOWA	157	52	34	1	.	46	0	0
KANSAS	134	62	33	73	0	0	0	0
KENTUCKY	141	67	30	1	9	84	.	0
LOUISIANA	163	254	151	1	2	111	0	2
MAINE	62	15	8	8	0	19	1	0
MARYLAND	262	66	96	6	2	152	2	1
MASSACHUSETTS	276	59	175	26	187	.	62	2
MICHIGAN	692	212	246	21	.	60	0	2
MINNESOTA	490	137	63	53	0	95	1	1
MISSISSIPPI	78	92	72	4	0	62	0	3
MISSOURI	225	145	79	29	2	60	0	1
MONTANA	43	43	5	0	0	7	0	1
NEBRASKA	197	65	43	3	1	5	0	1
NEVADA	74	26	52	0	0	0	0	0
NEW HAMPSHIRE	81	5	2	0	2	0	11	0
NEW JERSEY	165	109	134	146	20	64	2	5
NEW MEXICO	92	45	63	5	0	59	0	1
NEW YORK	980	181	682	237	287	70	42	3
NORTH CAROLINA	441	165	115	35	1	143	0	0
NORTH DAKOTA	27	13	0	7	0	13	0	0
OHIO	604	280	126	51	0	93	0	3
OKLAHOMA	146	71	82	7	0	57	0	1
OREGON	251	58	43	6	7	76	0	1
PENNSYLVANIA	537	312	196	4	109	1	80	1
PUERTO RICO	151	47	84	9	51	0	0	2
RHODE ISLAND	27	15	6	12	0	0	1	0
SOUTH CAROLINA	160	118	116	14	0	74	0	4
SOUTH DAKOTA	29	10	1	11	0	10	0	0
TENNESSEE	228	121	181	30	0	63	0	4
TEXAS	423	891	866	19	1	27	2	3
UTAH	111	38	76	216	0	11	0	1
VERMONT	43	2	2	0	5	0	12	1
VIRGINIA	242	104	160	1	1	89	1	1
WASHINGTON	340	267	119	4	10	97	1	3
WEST VIRGINIA	87	45	15	9	0	27	0	1
WISCONSIN	299	89	137	32	0	95	0	0
WYOMING	37	24	8	0	2	0	1	0
AMERICAN SAMOA	0	2	4	.	.	.	.	0
GUAM	5	6	1	1	0	0	1	0
NORTHERN MARIANAS	5	1	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	1	0	8	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	8	4	1	0	.	.	1	0
U.S. AND OUTLYING AREAS	12,610	6,427	7,074	1,336	780	3,207	329	73
50 STATES, D.C. & P.R.	12,591	6,414	7,060	1,335	780	3,207	327	72

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

HEARING IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	37.77	23.24	9.93	4.60	0.00	23.97	0.24	0.24
ALASKA	44.23	25.00	29.81	0.96	0.00	0.00	0.00	0.00
ARIZONA	49.34	17.54	10.49	0.00	0.00	22.30	0.00	0.33
ARKANSAS	28.57	33.33	10.99	7.33	0.00	0.00	19.05	0.73
CALIFORNIA	37.78	18.34	31.54	0.49	0.61	10.88	0.07	0.28
COLORADO	66.87	9.82	8.79	6.54	0.00	7.57	0.20	0.20
CONNECTICUT	51.01	15.07	7.54	5.80	11.59	0.29	8.41	0.29
DELAWARE	19.10	56.18	1.12	22.47	0.00	1.12	0.00	0.00
DISTRICT OF COLUMBIA	42.86	28.57	14.29	14.29	0.00	0.00	0.00	0.00
FLORIDA	33.74	18.02	23.76	0.72	0.14	23.47	0.00	0.14
GEORGIA	27.37	22.00	27.37	12.52	0.36	10.38	0.00	0.00
HAWAII	33.33	39.02	24.39	0.00	0.81	0.00	1.63	0.81
IDAHO	61.70	19.15	3.19	1.06	2.13	11.70	0.00	1.06
ILLINOIS	21.71	26.10	36.70	2.85	0.58	10.82	1.24	0.00
INDIANA	48.94	8.11	21.68	0.00	0.00	20.88	0.40	0.00
IOWA	54.14	17.93	11.72	0.34	.	15.86	0.00	0.00
KANSAS	44.37	20.53	10.93	24.17	0.00	0.00	0.00	0.00
KENTUCKY	42.47	20.18	9.04	0.30	2.71	25.30	.	0.00
LOUISIANA	23.83	37.13	22.08	0.15	0.29	16.23	0.00	0.29
MAINE	54.87	13.27	7.08	7.08	0.00	16.81	0.88	0.00
MARYLAND	44.63	11.24	16.35	1.02	0.34	25.89	0.34	0.17
MASSACHUSETTS	35.07	7.50	22.24	3.30	23.76	.	7.88	0.25
MICHIGAN	56.12	17.19	19.95	1.70	.	4.87	0.00	0.16
MINNESOTA	58.33	16.31	7.50	6.31	0.00	11.31	0.12	0.12
MISSISSIPPI	25.08	29.58	23.15	1.29	0.00	19.94	0.00	0.96
MISSOURI	41.59	26.80	14.60	5.36	0.37	11.09	0.00	0.18
MONTANA	43.43	43.43	5.05	0.00	0.00	7.07	0.00	1.01
NEBRASKA	62.54	20.63	13.65	0.95	0.32	1.59	0.00	0.32
NEVADA	48.68	17.11	34.21	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	80.20	4.95	1.98	0.00	1.98	0.00	10.89	0.00
NEW JERSEY	25.58	16.90	20.78	22.64	3.10	9.92	0.31	0.78
NEW MEXICO	34.72	16.98	23.77	1.89	0.00	22.26	0.00	0.38
NEW YORK	39.48	7.29	27.48	9.55	11.56	2.82	1.69	0.12
NORTH CAROLINA	49.00	18.33	12.78	3.89	0.11	15.89	0.00	0.00
NORTH DAKOTA	45.00	21.67	0.00	11.67	0.00	21.67	0.00	0.00
OHIO	52.20	24.20	10.89	4.41	0.00	8.04	0.00	0.26
OKLAHOMA	40.11	19.51	22.53	1.92	0.00	15.66	0.00	0.27
OREGON	56.79	13.12	9.73	1.36	1.58	17.19	0.00	0.23
PENNSYLVANIA	43.31	25.16	15.81	0.32	8.79	0.08	6.45	0.08
PUERTO RICO	43.90	13.66	24.42	2.62	14.83	0.00	0.00	0.58
RHODE ISLAND	44.26	24.59	9.84	19.67	0.00	0.00	1.64	0.00
SOUTH CAROLINA	32.92	24.28	23.87	2.88	0.00	15.23	0.00	0.82
SOUTH DAKOTA	47.54	16.39	1.64	18.03	0.00	16.39	0.00	0.00
TENNESSEE	36.36	19.30	28.87	4.78	0.00	10.05	0.00	0.64
TEXAS	18.95	39.92	38.80	0.85	0.04	1.21	0.09	0.13
UTAH	24.50	8.39	16.78	47.68	0.00	2.43	0.00	0.22
VERMONT	66.15	3.08	3.08	0.00	7.69	0.00	18.46	1.54
VIRGINIA	40.40	17.36	26.71	0.17	0.17	14.86	0.17	0.17
WASHINGTON	40.43	31.75	14.15	0.48	1.19	11.53	0.12	0.36
WEST VIRGINIA	47.28	24.46	8.15	4.89	0.00	14.67	0.00	0.54
WISCONSIN	45.86	13.65	21.01	4.91	0.00	14.57	0.00	0.00
WYOMING	51.39	33.33	11.11	0.00	2.78	0.00	1.39	0.00
AMERICAN SAMOA	0.00	33.33	66.67	.	.	.	.	0.00
GUAM	35.71	42.86	7.14	7.14	0.00	0.00	7.14	0.00
NORTHERN MARIANAS	83.33	16.67	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	10.00	0.00	80.00	0.00	0.00	0.00	0.00	10.00
BUR. OF INDIAN AFFAIRS	57.14	28.57	7.14	0.00	.	.	7.14	0.00
U.S. AND OUTLYING AREAS	39.61	20.19	22.22	4.20	2.45	10.07	1.03	0.23
50 STATES, D.C. & P.R.	39.61	20.18	22.21	4.20	2.45	10.09	1.03	0.23

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SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ORTHOPEDIC IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	112	69	49	2	.	.	.	2
ALASKA	12	3	7	0	0	0	0	0
ARIZONA	133	67	174	12	8	0	0	4
ARKANSAS	27	37	13	0	3	0	0	2
CALIFORNIA	1,189	659	2,055	307	30	0	1	79
COLORADO	1,473	381	122	28	11	0	10	25
CONNECTICUT	51	9	10	2	3	0	0	0
DELAWARE	58	144	41	23	0	1	0	28
DISTRICT OF COLUMBIA	1	2	35	32	0	0	0	0
FLORIDA	614	413	749	34	0	0	1	9
GEORGIA	127	90	138	0	0	0	0	2
HAWAII	23	19	11	0	0	0	0	1
IDAHO	34	19	6	0	0	0	0	0
ILLINOIS	328	232	419	45	10	1	0	7
INDIANA	324	33	103	0	0	0	0	3
IOWA	210	154	73	2	.	1	2	10
KANSAS	101	35	23	0	0	0	0	4
KENTUCKY	73	50	59	.	.	.	.	3
LOUISIANA	176	207	184	1	1	10	0	15
MAINE	25	11	4	0	0	0	0	0
MARYLAND	89	45	53	1	12	0	0	2
MASSACHUSETTS	281	35	81	4	48	.	6	20
MICHIGAN	2,832	1,390	767	80	.	1	3	31
MINNESOTA	375	178	60	1	0	0	1	4
MISSISSIPPI	190	184	246	7	1	6	3	64
MISSOURI	127	79	77	6	0	0	0	1
MONTANA	14	10	10	0	0	0	0	1
NEBRASKA	112	43	22	0	0	0	0	10
NEVADA	53	31	24	2	0	0	0	1
NEW HAMPSHIRE	53	9	1	0	0	0	0	0
NEW JERSEY	132	57	43	22	11	0	0	4
NEW MEXICO	71	28	60	71	0	0	0	10
NEW YORK	525	113	201	31	52	2	1	30
NORTH CAROLINA	234	79	84	3	2	0	0	0
NORTH DAKOTA	29	8	6	0	0	0	2	0
OHIO	504	264	166	19	0	0	0	35
OKLAHOMA	101	38	27	0	0	0	0	1
OREGON	181	76	68	4	1	0	0	5
PENNSYLVANIA	73	92	173	143	46	0	5	4
PUERTO RICO	114	20	11	5	2	0	0	3
RHODE ISLAND	11	21	12	1	2	0	1	1
SOUTH CAROLINA	46	114	146	11	0	0	1	8
SOUTH DAKOTA	28	8	3	0	0	0	1	0
TENNESSEE	121	101	146	30	0	0	0	53
TEXAS	383	815	579	29	0	0	0	142
UTAH	18	18	28	0	0	0	0	10
VERMONT	25	1	2	0	0	0	0	2
VIRGINIA	149	43	96	1	0	0	0	2
WASHINGTON	167	116	44	0	2	0	0	2
WEST VIRGINIA	59	13	22	0	0	0	0	1
WISCONSIN	213	128	157	2	1	0	0	11
WYOMING	34	14	5	3	1	0	0	1
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	2	0	0	0	0	0	0	0
NORTHERN MARIANAS	2	1	0	0	0	0	0	0
PALAU	2	0	1	0	0	0	0	0
VIRGIN ISLANDS	3	0	2	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	12	0	1	.	.	.	.	.
U.S. AND OUTLYING AREAS	12,456	6,806	7,699	964	247	22	38	653
50 STATES, D.C. & P.R.	12,435	6,805	7,695	964	247	22	38	653

Please see data notes for an explanation of individual State differences.
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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	47.86	29.49	20.94	0.85	.	.	.	0.85
ALASKA	54.55	13.64	31.82	0.00	0.00	0.00	0.00	0.00
ARIZONA	33.42	16.83	43.72	3.02	2.01	0.00	0.00	1.01
ARKANSAS	32.93	45.12	15.85	0.00	3.66	0.00	0.00	2.44
CALIFORNIA	27.52	15.25	47.57	7.11	0.69	0.00	0.02	1.83
COLORADO	71.85	18.59	5.95	1.37	0.54	0.00	0.49	1.22
CONNECTICUT	68.00	12.00	13.33	2.67	4.00	0.00	0.00	0.00
DELAWARE	19.66	48.81	13.90	7.80	0.00	0.34	0.00	9.49
DISTRICT OF COLUMBIA	1.43	2.86	50.00	45.71	0.00	0.00	0.00	0.00
FLORIDA	33.74	22.69	41.15	1.87	0.00	0.00	0.05	0.49
GEORGIA	35.57	25.21	38.66	0.00	0.00	0.00	0.00	0.56
HAWAII	42.59	35.19	20.37	0.00	0.00	0.00	0.00	1.85
IDAHO	57.63	32.20	10.17	0.00	0.00	0.00	0.00	0.00
ILLINOIS	31.48	22.26	40.21	4.32	0.96	0.10	0.00	0.67
INDIANA	69.98	7.13	22.25	0.00	0.00	0.00	0.00	0.65
IOWA	46.46	34.07	16.15	0.44	.	0.22	0.44	2.21
KANSAS	61.96	21.47	14.11	0.00	0.00	0.00	0.00	2.45
KENTUCKY	39.46	27.03	31.89	.	.	.	.	1.62
LOUISIANA	29.63	34.85	30.98	0.17	0.17	1.68	0.00	2.53
MAINE	62.50	27.50	10.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	44.06	22.28	26.24	0.50	5.94	0.00	0.00	0.99
MASSACHUSETTS	59.16	7.37	17.05	0.84	10.11	.	1.26	4.21
MICHIGAN	55.49	27.23	15.03	1.57	.	0.02	0.06	0.61
MINNESOTA	60.58	28.76	9.69	0.16	0.00	0.00	0.16	0.65
MISSISSIPPI	27.10	26.25	35.09	1.00	0.14	0.86	0.43	9.13
MISSOURI	43.79	27.24	26.55	2.07	0.00	0.00	0.00	0.34
MONTANA	40.00	28.57	28.57	0.00	0.00	0.00	0.00	2.86
NEBRASKA	59.89	22.99	11.76	0.00	0.00	0.00	0.00	5.35
NEVADA	47.75	27.93	21.62	1.80	0.00	0.00	0.00	0.90
NEW HAMPSHIRE	84.13	14.29	1.59	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	49.07	21.19	15.99	8.18	4.09	0.00	0.00	1.49
NEW MEXICO	29.58	11.67	25.00	29.58	0.00	0.00	0.00	4.17
NEW YORK	54.97	11.83	21.05	3.25	5.45	0.21	0.10	3.14
NORTH CAROLINA	58.21	19.65	20.90	0.75	0.50	0.00	0.00	0.00
NORTH DAKOTA	64.44	17.78	13.33	0.00	0.00	0.00	4.44	0.00
OHIO	51.01	26.72	16.80	1.92	0.00	0.00	0.00	3.54
OKLAHOMA	60.48	22.75	16.17	0.00	0.00	0.00	0.00	0.60
OREGON	54.03	22.69	20.30	1.19	0.30	0.00	0.00	1.49
PENNSYLVANIA	13.62	17.16	32.28	26.68	8.58	0.00	0.93	0.75
PUERTO RICO	73.55	12.90	7.10	3.23	1.29	0.00	0.00	1.94
RHODE ISLAND	22.45	42.86	24.49	2.04	4.08	0.00	2.04	2.04
SOUTH CAROLINA	14.11	34.97	44.79	3.37	0.00	0.00	0.31	2.45
SOUTH DAKOTA	70.00	20.00	7.50	0.00	0.00	0.00	2.50	0.00
TENNESSEE	26.83	22.39	32.37	6.65	0.00	0.00	0.00	11.75
TEXAS	19.66	41.84	29.72	1.49	0.00	0.00	0.00	7.29
UTAH	24.32	24.32	37.84	0.00	0.00	0.00	0.00	13.51
VERMONT	83.33	3.33	6.67	0.00	0.00	0.00	0.00	6.67
VIRGINIA	51.20	14.78	32.99	0.34	0.00	0.00	0.00	0.69
WASHINGTON	50.45	35.05	13.29	0.00	0.60	0.00	0.00	0.60
WEST VIRGINIA	62.11	13.68	23.16	0.00	0.00	0.00	0.00	1.05
WISCONSIN	41.60	25.00	30.66	0.39	0.20	0.00	0.00	2.15
WYOMING	58.62	24.14	8.62	5.17	1.72	0.00	0.00	1.72
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	60.00	0.00	40.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	92.31	0.00	7.69	.	.	.	.	.
U.S. AND OUTLYING AREAS	43.12	23.56	26.65	3.34	0.86	0.08	0.13	2.26
50 STATES, D.C. & P.R.	43.09	23.58	26.66	3.34	0.86	0.08	0.13	2.26

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

OTHER HEALTH IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	605	502	114	14	.	0	3	20
ALASKA	146	91	43	8	1	0	2	0
ARIZONA	242	197	80	4	4	0	0	16
ARKANSAS	682	971	211	0	33	0	17	18
CALIFORNIA	3,532	1,494	1,192	55	200	0	7	173
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	1,999	562	293	24	85	4	43	18
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	1	8	23	5	16	0	1	0
FLORIDA	1,271	370	293	40	46	20	3	493
GEORGIA	1,145	1,677	1,090	5	0	9	0	26
HAWAII	61	135	74	3	1	0	5	6
IDAHO	265	136	38	3	2	1	0	5
ILLINOIS	650	1,045	640	58	35	0	5	178
INDIANA	552	206	237	4	0	7	6	13
IOWA	9	8	5	0	.	0	0	3
KANSAS	1,015	657	194	20	8	7	1	18
KENTUCKY	857	749	246	14	1	4	6	26
LOUISIANA	643	1,484	803	4	6	13	0	56
MAINE	400	293	99	1	5	0	1	17
MARYLAND	1,344	577	448	12	51	2	3	28
MASSACHUSETTS	165	64	59	9	33	.	16	310
MICHIGAN	0	0	0	0	.	0	0	0
MINNESOTA	2,060	759	141	34	7	7	8	19
MISSISSIPPI	0	0	0	0	0	0	0	0
MISSOURI	1,491	675	244	23	15	0	0	27
MONTANA	208	192	58	8	0	1	2	4
NEBRASKA	497	295	200	3	7	0	4	25
NEVADA	211	131	50	7	0	0	0	2
NEW HAMPSHIRE	1,149	192	37	3	35	8	44	1
NEW JERSEY	337	133	62	5	22	0	2	100
NEW MEXICO	243	210	187	0	0	1	1	19
NEW YORK	4,840	1,370	1,548	302	70	5	46	96
NORTH CAROLINA	2,828	1,423	680	21	6	12	2	5
NORTH DAKOTA	178	36	5	1	0	0	3	1
OHIO	1,246	144	24	24	0	0	0	860
OKLAHOMA	534	281	85	5	2	3	1	15
OREGON	1,205	258	172	47	42	12	2	20
PENNSYLVANIA	278	193	53	0	0	1	0	1
PUERTO RICO	240	49	22	0	48	0	0	41
RHODE ISLAND	400	167	144	0	21	0	10	92
SOUTH CAROLINA	117	680	204	0	0	0	0	5
SOUTH DAKOTA	104	48	9	0	0	0	0	1
TENNESSEE	1,733	1,729	568	27	12	1	4	503
TEXAS	3,068	7,591	2,486	100	1	1	0	1,552
UTAH	185	126	145	2	0	0	0	9
VERMONT	388	36	17	6	10	1	5	6
VIRGINIA	1,528	1,789	1,011	18	27	19	13	29
WASHINGTON	3,552	3,240	1,230	71	53	2	5	34
WEST VIRGINIA	323	347	72	1	0	1	1	8
WISCONSIN	681	632	210	4	4	1	0	16
WYOMING	151	135	53	0	2	8	1	5
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	8	1	5	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0	0	1
PALAU	1	0	0	0	0	0	0	0
VIRGIN ISLANDS	2	0	8	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	24	7	1	.	.	.	.	0
U.S. AND OUTLYING AREAS	45,394	34,096	15,913	995	911	151	273	4,922
50 STATES, D.C. & P.R.	45,359	34,087	15,899	995	911	151	273	4,920

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

OTHER HEALTH IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	48.09	39.90	9.06	1.11	.	0.00	0.24	1.59
ALASKA	50.17	31.27	14.78	2.75	0.34	0.00	0.69	0.00
ARIZONA	44.57	36.28	14.73	0.74	0.74	0.00	0.00	2.95
ARKANSAS	35.30	50.26	10.92	0.00	1.71	0.00	0.88	0.93
CALIFORNIA	53.09	22.46	17.92	0.83	3.01	0.00	0.11	2.60
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	66.02	18.56	9.68	0.79	2.81	0.13	1.42	0.59
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	1.85	14.81	42.59	9.26	29.63	0.00	1.85	0.00
FLORIDA	50.12	14.59	11.55	1.58	1.81	0.79	0.12	19.44
GEORGIA	28.97	42.43	27.58	0.13	0.00	0.23	0.00	0.66
HAWAII	21.40	47.37	25.96	1.05	0.35	0.00	1.75	2.11
IDAHO	58.89	30.22	8.44	0.67	0.44	0.22	0.00	1.11
ILLINOIS	24.89	40.02	24.51	2.22	1.34	0.00	0.19	6.82
INDIANA	53.85	20.10	23.12	0.39	0.00	0.68	0.59	1.27
IOWA	36.00	32.00	20.00	0.00	.	0.00	0.00	12.00
KANSAS	52.86	34.22	10.10	1.04	0.42	0.36	0.05	0.94
KENTUCKY	45.03	39.36	12.93	0.74	0.05	0.21	0.32	1.37
LOUISIANA	21.37	49.32	26.69	0.13	0.20	0.43	0.00	1.86
MAINE	49.02	35.91	12.13	0.12	0.61	0.00	0.12	2.08
MARYLAND	54.52	23.41	18.17	0.49	2.07	0.08	0.12	1.14
MASSACHUSETTS	25.15	9.76	8.99	1.37	5.03	.	2.44	47.26
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	67.87	25.01	4.65	1.12	0.23	0.23	0.26	0.63
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	60.24	27.27	9.86	0.93	0.61	0.00	0.00	1.09
MONTANA	43.97	40.59	12.26	1.69	0.00	0.21	0.42	0.85
NEBRASKA	48.21	28.61	19.40	0.29	0.68	0.00	0.39	2.42
NEVADA	52.62	32.67	12.47	1.75	0.00	0.00	0.00	0.50
NEW HAMPSHIRE	78.22	13.07	2.52	0.20	2.38	0.54	3.00	0.07
NEW JERSEY	50.98	20.12	9.38	0.76	3.33	0.00	0.30	15.13
NEW MEXICO	36.76	31.77	28.29	0.00	0.00	0.15	0.15	2.87
NEW YORK	58.48	16.55	18.70	3.65	0.85	0.06	0.56	1.16
NORTH CAROLINA	56.82	28.59	13.66	0.42	0.12	0.24	0.04	0.10
NORTH DAKOTA	79.46	16.07	2.23	0.45	0.00	0.00	1.34	0.45
OHIO	54.22	6.27	1.04	1.04	0.00	0.00	0.00	37.42
OKLAHOMA	57.67	30.35	9.18	0.54	0.22	0.32	0.11	1.62
OREGON	68.54	14.68	9.78	2.67	2.39	0.68	0.11	1.14
PENNSYLVANIA	52.85	36.69	10.08	0.00	0.00	0.19	0.00	0.19
PUERTO RICO	60.00	12.25	5.50	0.00	12.00	0.00	0.00	10.25
RHODE ISLAND	47.96	20.02	17.27	0.00	2.52	0.00	1.20	11.03
SOUTH CAROLINA	11.63	67.59	20.28	0.00	0.00	0.00	0.00	0.50
SOUTH DAKOTA	64.20	29.63	5.56	0.00	0.00	0.00	0.00	0.62
TENNESSEE	37.86	37.78	12.41	0.59	0.26	0.02	0.09	10.99
TEXAS	20.73	51.29	16.80	0.68	0.01	0.01	0.00	10.49
UTAH	39.61	26.98	31.05	0.43	0.00	0.00	0.00	1.93
VERMONT	82.73	7.68	3.62	1.28	2.13	0.21	1.07	1.28
VIRGINIA	34.46	40.35	22.80	0.41	0.61	0.43	0.29	0.65
WASHINGTON	43.39	39.57	15.02	0.87	0.65	0.02	0.06	0.42
WEST VIRGINIA	42.90	46.08	9.56	0.13	0.00	0.13	0.13	1.06
WISCONSIN	43.99	40.83	13.57	0.26	0.26	0.06	0.00	1.03
WYOMING	42.54	38.03	14.93	0.00	0.56	2.25	0.28	1.41
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	57.14	7.14	35.71	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	50.00	0.00	0.00	0.00	0.00	0.00	50.00
PALAU	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	18.18	0.00	72.73	0.00	0.00	0.00	0.00	9.09
BUR. OF INDIAN AFFAIRS	75.00	21.88	3.13	.	.	.	.	0.00
U.S. AND OUTLYING AREAS	44.22	33.21	15.50	0.97	0.89	0.15	0.27	4.79
50 STATES, D.C. & P.R.	44.21	33.22	15.50	0.97	0.89	0.15	0.27	4.80

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

VISUAL IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	122	30	13	19	.	45	.	.
ALASKA	15	4	3	0	0	0	0	0
ARIZONA	128	43	19	2	2	26	0	4
ARKANSAS	34	25	6	14	0	0	31	1
CALIFORNIA	638	312	537	25	14	54	1	15
COLORADO	91	8	7	10	0	17	0	1
CONNECTICUT	99	20	36	4	1	1	2	1
DELAWARE	28	10	0	0	0	0	0	2
DISTRICT OF COLUMBIA	2	0	1	0	1	0	0	0
FLORIDA	250	87	57	4	1	86	0	0
GEORGIA	125	62	15	46	0	2	0	0
HAWAII	14	10	5	0	0	0	0	0
IDAHO	34	7	3	0	0	6	0	0
ILLINOIS	224	162	73	7	1	39	0	1
INDIANA	223	11	32	1	0	78	0	0
IOWA	42	13	5	0	.	13	0	0
KANSAS	76	14	4	9	0	0	0	1
KENTUCKY	116	18	9	1	.	41	.	1
LOUISIANA	67	99	45	0	0	16	0	1
MAINE	34	15	2	0	0	0	0	1
MARYLAND	101	36	38	1	13	0	64	0
MASSACHUSETTS	190	56	44	4	19	.	17	2
MICHIGAN	266	65	58	14	.	0	0	3
MINNESOTA	109	24	7	4	0	29	0	0
MISSISSIPPI	28	19	21	0	0	34	0	3
MISSOURI	108	32	14	38	0	22	0	0
MONTANA	15	13	1	0	0	2	0	0
NEBRASKA	66	24	13	0	0	1	0	2
NEVADA	34	10	9	0	0	0	0	0
NEW HAMPSHIRE	50	1	1	0	1	0	1	0
NEW JERSEY	115	35	20	2	4	0	0	0
NEW MEXICO	39	21	21	0	0	20	0	0
NEW YORK	390	59	218	71	81	5	7	3
NORTH CAROLINA	192	49	24	7	0	37	0	0
NORTH DAKOTA	18	4	1	0	0	0	0	0
OHIO	295	91	17	15	0	61	0	2
OKLAHOMA	72	32	18	5	0	40	0	1
OREGON	98	31	16	1	4	20	0	0
PENNSYLVANIA	327	66	16	29	76	0	35	3
PUERTO RICO	131	37	16	23	3	0	0	0
RHODE ISLAND	12	7	9	0	0	0	0	0
SOUTH CAROLINA	54	59	18	7	0	22	0	0
SOUTH DAKOTA	8	6	2	2	0	5	0	0
TENNESSEE	215	69	41	52	0	1	0	7
TEXAS	246	476	173	13	0	76	0	11
UTAH	40	15	19	80	0	6	0	0
VERMONT	17	0	1	0	0	0	1	0
VIRGINIA	175	33	15	1	2	32	0	0
WASHINGTON	67	42	9	1	0	31	0	1
WEST VIRGINIA	49	13	3	13	0	19	0	1
WISCONSIN	109	20	17	11	0	11	0	0
WYOMING	22	5	4	0	0	1	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	4	0	2	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	4	0	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	1	1	.	.	.	.	.
U.S. AND OUTLYING AREAS	6,030	2,401	1,760	536	223	899	159	68
50 STATES, D.C. & P.R.	6,020	2,400	1,756	536	223	899	159	68

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

VISUAL IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	53.28	13.10	5.68	8.30	.	19.65	.	.
ALASKA	68.18	18.18	13.64	0.00	0.00	0.00	0.00	0.00
ARIZONA	57.14	19.20	8.48	0.89	0.89	11.61	0.00	1.79
ARKANSAS	30.63	22.52	5.41	12.61	0.00	0.00	27.93	0.90
CALIFORNIA	39.97	19.55	33.65	1.57	0.88	3.38	0.06	0.94
COLORADO	67.91	5.97	5.22	7.46	0.00	12.69	0.00	0.75
CONNECTICUT	60.37	12.20	21.95	2.44	0.61	0.61	1.22	0.61
DELAWARE	70.00	25.00	0.00	0.00	0.00	0.00	0.00	5.00
DISTRICT OF COLUMBIA	50.00	0.00	25.00	0.00	25.00	0.00	0.00	0.00
FLORIDA	51.55	17.94	11.75	0.82	0.21	17.73	0.00	0.00
GEORGIA	50.00	24.80	6.00	18.40	0.00	0.80	0.00	0.00
HAWAII	48.28	34.48	17.24	0.00	0.00	0.00	0.00	0.00
IDAHO	68.00	14.00	6.00	0.00	0.00	12.00	0.00	0.00
ILLINOIS	44.18	31.95	14.40	1.38	0.20	7.69	0.00	0.20
INDIANA	64.64	3.19	9.28	0.29	0.00	22.61	0.00	0.00
IOWA	57.53	17.81	6.85	0.00	.	17.81	0.00	0.00
KANSAS	73.08	13.46	3.85	8.65	0.00	0.00	0.00	0.96
KENTUCKY	62.37	9.68	4.84	0.54	.	22.04	.	0.54
LOUISIANA	29.39	43.42	19.74	0.00	0.00	7.02	0.00	0.44
MAINE	65.38	28.85	3.85	0.00	0.00	0.00	0.00	1.92
MARYLAND	39.92	14.23	15.02	0.40	5.14	0.00	25.30	0.00
MASSACHUSETTS	57.23	16.87	13.25	1.20	5.72	.	5.12	0.60
MICHIGAN	65.52	16.01	14.29	3.45	.	0.00	0.00	0.74
MINNESOTA	63.01	13.87	4.05	2.31	0.00	16.76	0.00	0.00
MISSISSIPPI	26.67	18.10	20.00	0.00	0.00	32.38	0.00	2.86
MISSOURI	50.47	14.95	6.54	17.76	0.00	10.28	0.00	0.00
MONTANA	48.39	41.94	3.23	0.00	0.00	6.45	0.00	0.00
NEBRASKA	62.26	22.64	12.26	0.00	0.00	0.94	0.00	1.89
NEVADA	64.15	18.87	16.98	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	92.59	1.85	1.85	0.00	1.85	0.00	1.85	0.00
NEW JERSEY	65.34	19.89	11.36	1.14	2.27	0.00	0.00	0.00
NEW MEXICO	38.61	20.79	20.79	0.00	0.00	19.80	0.00	0.00
NEW YORK	46.76	7.07	26.14	8.51	9.71	0.60	0.84	0.36
NORTH CAROLINA	62.14	15.86	7.77	2.27	0.00	11.97	0.00	0.00
NORTH DAKOTA	78.26	17.39	4.35	0.00	0.00	0.00	0.00	0.00
OHIO	61.33	18.92	3.53	3.12	0.00	12.68	0.00	0.42
OKLAHOMA	42.86	19.05	10.71	2.98	0.00	23.81	0.00	0.60
OREGON	57.65	18.24	9.41	0.59	2.35	11.76	0.00	0.00
PENNSYLVANIA	59.24	11.96	2.90	5.25	13.77	0.00	6.34	0.54
PUERTO RICO	62.38	17.62	7.62	10.95	1.43	0.00	0.00	0.00
RHODE ISLAND	42.86	25.00	32.14	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	33.75	36.88	11.25	4.38	0.00	13.75	0.00	0.00
SOUTH DAKOTA	34.78	26.09	8.70	8.70	0.00	21.74	0.00	0.00
TENNESSEE	55.84	17.92	10.65	13.51	0.00	0.26	0.00	1.82
TEXAS	24.72	47.84	17.39	1.31	0.00	7.64	0.00	1.11
UTAH	25.00	9.38	11.88	50.00	0.00	3.75	0.00	0.00
VERMONT	89.47	0.00	5.26	0.00	0.00	0.00	5.26	0.00
VIRGINIA	67.83	12.79	5.81	0.39	0.78	12.40	0.00	0.00
WASHINGTON	44.37	27.81	5.96	0.66	0.00	20.53	0.00	0.66
WEST VIRGINIA	50.00	13.27	3.06	13.27	0.00	19.39	0.00	1.02
WISCONSIN	64.88	11.90	10.12	6.55	0.00	6.55	0.00	0.00
WYOMING	68.75	15.63	12.50	0.00	0.00	3.13	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	80.00	0.00	20.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	50.00	25.00	25.00	.	.	.	.	.
U.S. AND OUTLYING AREAS	49.93	19.88	14.57	4.44	1.85	7.44	1.32	0.56
50 STATES, D.C. & P.R.	49.91	19.90	14.56	4.44	1.85	7.45	1.32	0.56

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

AUTISM

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	18	27	62	19	21	.	9	1
ALASKA	4	7	22	1	0	0	0	0
ARIZONA	31	18	101	13	24	0	1	3
ARKANSAS	9	21	51	1	5	0	1	5
CALIFORNIA	143	169	951	84	215	0	14	13
COLORADO	25	6	26	0	0	0	0	0
CONNECTICUT	49	47	64	35	41	0	10	0
DELAWARE	0	12	27	30	0	0	0	0
DISTRICT OF COLUMBIA	0	1	24	0	12	0	1	0
FLORIDA	204	42	383	78	3	0	0	1
GEORGIA	27	31	198	1	0	0	2	0
HAWAII	6	8	20	0	0	0	0	0
IDAHO	20	16	33	1	1	0	0	0
ILLINOIS	66	48	311	46	146	0	18	0
INDIANA	154	44	309	23	0	0	7	5
IOWA	50	58	82	12	.	0	0	1
KANSAS	28	18	51	1	1	0	1	0
KENTUCKY	18	33	59	3	.	.	.	3
LOUISIANA	13	23	252	18	0	3	0	7
MAINE	14	25	29	0	0	0	11	2
MARYLAND	51	39	174	50	42	0	15	2
MASSACHUSETTS	13	4	118	29	96	.	100	2
MICHIGAN	318	96	247	241	.	0	0	1
MINNESOTA	126	136	193	15	0	0	1	1
MISSISSIPPI	2	11	90	11	0	3	0	0
MISSOURI	57	56	140	41	12	0	0	1
MONTANA	7	7	15	0	0	0	0	0
NEBRASKA	20	19	43	2	0	0	0	0
NEVADA	9	6	22	7	0	0	0	0
NEW HAMPSHIRE	29	8	4	0	5	0	12	0
NEW JERSEY	7	16	53	111	209	0	8	4
NEW MEXICO	15	1	43	0	0	0	0	0
NEW YORK	157	47	510	250	106	6	81	4
NORTH CAROLINA	70	53	424	65	0	0	1	0
NORTH DAKOTA	9	8	5	0	0	1	6	0
OHIO	100	126	30	6	0	0	0	12
OKLAHOMA	27	21	85	1	1	0	0	0
OREGON	310	126	179	11	5	2	7	3
PENNSYLVANIA	32	66	349	92	54	0	7	0
PUERTO RICO	10	8	107	12	3	1	0	10
RHODE ISLAND	3	3	18	0	6	0	1	1
SOUTH CAROLINA	2	22	143	9	0	3	0	2
SOUTH DAKOTA	12	12	12	3	1	3	5	0
TENNESSEE	15	17	176	11	2	4	0	6
TEXAS	79	271	785	48	9	6	5	4
UTAH	15	11	61	15	0	2	0	1
VERMONT	33	4	10	0	0	0	1	1
VIRGINIA	22	31	263	45	6	2	12	1
WASHINGTON	47	48	130	6	4	0	0	0
WEST VIRGINIA	20	11	33	0	0	0	1	0
WISCONSIN	43	83	177	10	0	0	0	1
WYOMING	2	11	16	0	0	25	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	1	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	1	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	.	.	.	.
U.S. AND OUTLYING AREAS	2,542	2,033	7,711	1,457	1,030	61	338	98
50 STATES, D.C. & P.R.	2,541	2,032	7,710	1,457	1,030	61	338	98

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

AUTISM

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	11.46	17.20	39.49	12.10	13.38	.	5.73	0.64
ALASKA	11.76	20.59	64.71	2.94	0.00	0.00	0.00	0.00
ARIZONA	16.23	9.42	52.88	6.81	12.57	0.00	0.52	1.57
ARKANSAS	9.68	22.58	54.84	1.08	5.38	0.00	1.08	5.38
CALIFORNIA	9.00	10.64	59.85	5.29	13.53	0.00	0.88	0.82
COLORADO	43.86	10.53	45.61	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	19.92	19.11	26.02	14.23	16.67	0.00	4.07	0.00
DELAWARE	0.00	17.39	39.13	43.48	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	2.63	63.16	0.00	31.58	0.00	2.63	0.00
FLORIDA	28.69	5.91	53.87	10.97	0.42	0.00	0.00	0.14
GEORGIA	10.42	11.97	76.45	0.39	0.00	0.00	0.77	0.00
HAWAII	17.65	23.53	58.82	0.00	0.00	0.00	0.00	0.00
IDAHO	28.17	22.54	46.48	1.41	1.41	0.00	0.00	0.00
ILLINOIS	10.39	7.56	48.98	7.24	22.99	0.00	2.83	0.00
INDIANA	28.41	8.12	57.01	4.24	0.00	0.00	1.29	0.92
IOWA	24.63	28.57	40.39	5.91	.	0.00	0.00	0.49
KANSAS	28.00	18.00	51.00	1.00	1.00	0.00	1.00	0.00
KENTUCKY	15.52	28.45	50.86	2.59	.	.	.	2.59
LOUISIANA	4.11	7.28	79.75	5.70	0.00	0.95	0.00	2.22
MAINE	17.28	30.86	35.80	0.00	0.00	0.00	13.58	2.47
MARYLAND	13.67	10.46	46.65	13.40	11.26	0.00	4.02	0.54
MASSACHUSETTS	3.59	1.10	32.60	8.01	26.52	.	27.62	0.55
MICHIGAN	35.22	10.63	27.35	26.69	.	0.00	0.00	0.11
MINNESOTA	26.69	28.81	40.89	3.18	0.00	0.00	0.21	0.21
MISSISSIPPI	1.71	9.40	76.92	9.40	0.00	2.56	0.00	0.00
MISSOURI	18.57	18.24	45.60	13.36	3.91	0.00	0.00	0.33
MONTANA	24.14	24.14	51.72	0.00	0.00	0.00	0.00	0.00
NEBRASKA	23.81	22.62	51.19	2.38	0.00	0.00	0.00	0.00
NEVADA	20.45	13.64	50.00	15.91	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	50.00	13.79	6.90	0.00	8.62	0.00	20.69	0.00
NEW JERSEY	1.72	3.92	12.99	27.21	51.23	0.00	1.96	0.98
NEW MEXICO	25.42	1.69	72.88	0.00	0.00	0.00	0.00	0.00
NEW YORK	13.52	4.05	43.93	21.53	9.13	0.52	6.98	0.34
NORTH CAROLINA	11.42	8.65	69.17	10.60	0.00	0.00	0.16	0.00
NORTH DAKOTA	31.03	27.59	17.24	0.00	0.00	3.45	20.69	0.00
OHIO	36.50	45.99	10.95	2.19	0.00	0.00	0.00	4.38
OKLAHOMA	20.00	15.56	62.96	0.74	0.74	0.00	0.00	0.00
OREGON	48.21	19.60	27.84	1.71	0.78	0.31	1.09	0.47
PENNSYLVANIA	5.33	11.00	58.17	15.33	9.00	0.00	1.17	0.00
PUERTO RICO	6.62	5.30	70.86	7.95	1.99	0.66	0.00	6.62
RHODE ISLAND	9.38	9.38	56.25	0.00	18.75	0.00	3.13	3.13
SOUTH CAROLINA	1.10	12.15	79.01	4.97	0.00	1.66	0.00	1.10
SOUTH DAKOTA	25.00	25.00	25.00	6.25	2.08	6.25	10.42	0.00
TENNESSEE	6.49	7.36	76.19	4.76	0.87	1.73	0.00	2.60
TEXAS	6.55	22.45	65.04	3.98	0.75	0.50	0.41	0.33
UTAH	14.29	10.48	58.10	14.29	0.00	1.90	0.00	0.95
VERMONT	67.35	8.16	20.41	0.00	0.00	0.00	2.04	2.04
VIRGINIA	5.76	8.12	68.85	11.78	1.57	0.52	3.14	0.26
WASHINGTON	20.00	20.43	55.32	2.55	1.70	0.00	0.00	0.00
WEST VIRGINIA	30.77	16.92	50.77	0.00	0.00	0.00	1.54	0.00
WISCONSIN	13.69	26.43	56.37	3.18	0.00	0.00	0.00	0.32
WYOMING	3.70	20.37	29.63	0.00	0.00	46.30	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	16.65	13.31	50.50	9.54	6.75	0.40	2.21	0.64
50 STATES, D.C. & P.R.	16.64	13.31	50.50	9.54	6.75	0.40	2.21	0.64

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

DEAF-BLINDNESS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	8	0	3	0	.	1	.	.
ALASKA	2	0	1	0	0	0	0	0
ARIZONA	0	0	0	0	0	30	0	0
ARKANSAS	0	1	2	2	0	0	3	0
CALIFORNIA	11	14	31	3	2	0	1	1
COLORADO	3	1	6	4	1	3	0	1
CONNECTICUT	11	2	5	1	13	1	4	0
DELAWARE	1	7	5	4	0	0	0	0
DISTRICT OF COLUMBIA	0	0	6	6	0	0	0	0
FLORIDA	3	0	8	4	1	5	0	0
GEORGIA	0	0	0	1	0	0	0	0
HAWAII	3	3	41	41	0	0	0	0
IDAHO	13	5	6	0	0	33	0	0
ILLINOIS	6	6	12	0	0	6	0	0
INDIANA	0	0	12	0	0	0	0	0
IOWA	4	0	11	1	.	6	0	0
KANSAS	5	3	5	0	0	0	0	0
KENTUCKY	1	3	3	.	.	.	.	.
LOUISIANA	0	2	4	0	0	1	0	0
MAINE	1	1	0	0	1	1	3	2
MARYLAND	2	0	1	2	0	0	6	0
MASSACHUSETTS	1	1	6	2	11	.	9	0
MICHIGAN	0	0	0	0	.	0	0	0
MINNESOTA	5	3	3	2	1	0	0	0
MISSISSIPPI	1	0	2	0	0	3	1	0
MISSOURI	0	2	18	7	0	0	0	0
MONTANA	3	1	4	0	0	1	0	0
NEBRASKA	2	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	1	0	0	0	0	0	0	0
NEW JERSEY	1	0	1	5	4	0	0	0
NEW MEXICO	2	0	1	1	0	1	0	0
NEW YORK	1	0	3	0	0	7	0	0
NORTH CAROLINA	0	0	1	1	2	7	0	0
NORTH DAKOTA	0	0	0	1	0	1	0	0
OHIO	5	1	0	0	0	0	0	1
OKLAHOMA	2	2	7	0	0	0	0	2
OREGON	1	2	2	0	0	2	0	0
PENNSYLVANIA	2	6	10	0	0	0	0	0
PUERTO RICO	1	0	0	3	0	0	0	1
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	8	0	0	0	0	0
SOUTH DAKOTA	0	1	0	0	0	0	0	0
TENNESSEE	1	0	1	2	0	0	0	0
TEXAS	2	5	19	1	0	6	0	1
UTAH	1	1	5	28	0	0	0	0
VERMONT	0	1	0	0	0	0	0	0
VIRGINIA	0	0	1	0	0	1	0	0
WASHINGTON	0	0	6	0	0	1	0	1
WEST VIRGINIA	0	0	1	1	0	8	0	0
WISCONSIN	0	0	2	0	0	0	0	0
WYOMING	0	1	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	1	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	.	.	.	.	.
U.S. AND OUTLYING AREAS	107	77	265	123	36	125	27	10
50 STATES, D.C. & P.R.	106	75	263	123	36	125	27	10

Please see data notes for an explanation of individual State differences.
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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

DEAF-BLINDNESS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	66.67	0.00	25.00	0.00	.	8.33	.	.
ALASKA	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
ARKANSAS	0.00	12.50	25.00	25.00	0.00	0.00	37.50	0.00
CALIFORNIA	17.46	22.22	49.21	4.76	3.17	0.00	1.59	1.59
COLORADO	15.79	5.26	31.58	21.05	5.26	15.79	0.00	5.26
CONNECTICUT	29.73	5.41	13.51	2.70	35.14	2.70	10.81	0.00
DELAWARE	5.88	41.18	29.41	23.53	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
FLORIDA	14.29	0.00	38.10	19.05	4.76	23.81	0.00	0.00
GEORGIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
HAWAII	3.41	3.41	46.59	46.59	0.00	0.00	0.00	0.00
IDAHO	22.81	8.77	10.53	0.00	0.00	57.89	0.00	0.00
ILLINOIS	20.00	20.00	40.00	0.00	0.00	20.00	0.00	0.00
INDIANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IOWA	18.18	0.00	50.00	4.55	.	27.27	0.00	0.00
KANSAS	38.46	23.08	38.46	0.00	0.00	0.00	0.00	0.00
KENTUCKY	14.29	42.86	42.86	.	.	.	.	.
LOUISIANA	0.00	28.57	57.14	0.00	0.00	14.29	0.00	0.00
MAINE	11.11	11.11	0.00	0.00	11.11	11.11	33.33	22.22
MARYLAND	18.18	0.00	9.09	18.18	0.00	0.00	54.55	0.00
MASSACHUSETTS	3.33	3.33	20.00	6.67	36.67	.	30.00	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	35.71	21.43	21.43	14.29	7.14	0.00	0.00	0.00
MISSISSIPPI	14.29	0.00	28.57	0.00	0.00	42.86	14.29	0.00
MISSOURI	0.00	7.41	66.67	25.93	0.00	0.00	0.00	0.00
MONTANA	33.33	11.11	44.44	0.00	0.00	11.11	0.00	0.00
NEBRASKA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	9.09	0.00	9.09	45.45	36.36	0.00	0.00	0.00
NEW MEXICO	40.00	0.00	20.00	20.00	0.00	20.00	0.00	0.00
NEW YORK	9.09	0.00	27.27	0.00	0.00	63.64	0.00	0.00
NORTH CAROLINA	0.00	0.00	9.09	9.09	18.18	63.64	0.00	0.00
NORTH DAKOTA	0.00	0.00	0.00	50.00	0.00	50.00	0.00	0.00
OHIO	71.43	14.29	0.00	0.00	0.00	0.00	0.00	14.29
OKLAHOMA	15.38	15.38	53.85	0.00	0.00	0.00	0.00	15.38
OREGON	14.29	28.57	28.57	0.00	0.00	28.57	0.00	0.00
PENNSYLVANIA	11.11	33.33	55.56	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	20.00	0.00	0.00	60.00	0.00	0.00	0.00	20.00
RHODE ISLAND	.	.	.	.	.	.	.	.
SOUTH CAROLINA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	25.00	0.00	25.00	50.00	0.00	0.00	0.00	0.00
TEXAS	5.88	14.71	55.88	2.94	0.00	17.65	0.00	2.94
UTAH	2.86	2.86	14.29	80.00	0.00	0.00	0.00	0.00
VERMONT	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
WASHINGTON	0.00	0.00	75.00	0.00	0.00	12.50	0.00	12.50
WEST VIRGINIA	0.00	0.00	10.00	10.00	0.00	80.00	0.00	0.00
WISCONSIN	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WYOMING	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	13.90	10.00	34.42	15.97	4.68	16.23	3.51	1.30
50 STATES, D.C. & P.R.	13.86	9.80	34.38	16.08	4.71	16.34	3.53	1.31

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

TRAUMATIC BRAIN INJURY

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	41	47	18	0	.	1	1	7
ALASKA	17	16	8	0	0	0	0	0
ARIZONA	18	11	8	0	0	0	0	0
ARKANSAS	22	21	17	1	3	0	13	2
CALIFORNIA	128	163	195	6	17	0	2	18
COLORADO	63	27	11	0	0	0	1	3
CONNECTICUT	20	14	10	4	1	0	1	2
DELAWARE	1	0	1	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	2	1	0	0	0	0
FLORIDA	57	41	46	1	2	0	0	0
GEORGIA	42	49	44	0	0	0	0	1
HAWAII	9	9	8	1	0	0	0	1
IDAHO	41	17	12	1	0	0	0	0
ILLINOIS	88	82	140	22	14	2	1	1
INDIANA	91	24	60	1	0	1	6	13
IOWA	27	30	29	4	.	0	0	2
KANSAS	30	16	12	0	0	0	0	3
KENTUCKY	31	27	28	1	0	.	.	4
LOUISIANA	23	46	70	1	0	0	0	7
MAINE	11	19	17	1	2	0	1	1
MARYLAND	61	33	45	9	15	0	1	4
MASSACHUSETTS	26	15	42	15	35	.	15	11
MICHIGAN		0	0	0	.	0	0	0
MINNESOTA	70	51	24	9	1	0	0	1
MISSISSIPPI	10	12	20	1	0	0	1	5
MISSOURI	52	55	29	8	1	0	0	3
MONTANA	13	15	5	0	0	0	0	0
NEBRASKA	42	27	22	0	1	0	0	2
NEVADA	15	19	9	1	0	0	0	0
NEW HAMPSHIRE	19	3	3	0	3	1	1	1
NEW JERSEY	4	7	4	0	4	0	0	1
NEW MEXICO	40	19	47	2	0	0	0	3
NEW YORK	228	96	179	27	16	1	11	8
NORTH CAROLINA	86	39	55	3	0	0	0	0
NORTH DAKOTA	11	4	0	0	0	0	0	0
OHIO	111	48	8	2	0	0	0	12
OKLAHOMA	41	43	23	1	0	2	0	1
OREGON	76	31	19	2	0	1	1	2
PENNSYLVANIA	80	144	183	10	303	0	24	2
PUERTO RICO	4	3	1	1	0	0	0	3
RHODE ISLAND	9	3	8	0	2	0	1	0
SOUTH CAROLINA	10	12	18	0	0	0	0	1
SOUTH DAKOTA	10	9	5	0	1	0	0	0
TENNESSEE	35	31	39	3	1	0	1	8
TEXAS	73	166	105	3	0	2	0	21
UTAH	60	46	59	3	0	0	0	1
VERMONT	9	5	3	2	0	0	0	1
VIRGINIA	41	58	48	0	4	0	2	4
WASHINGTON	41	54	28	0	1	0	0	1
WEST VIRGINIA	41	17	5	0	0	0	0	2
WISCONSIN	48	51	38	1	0	0	0	2
WYOMING	11	18	8	0	0	2	0	0
AMERICAN SAMOA	0	1	0	.	.	.	.	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	4	0	.	.	.	1	.
U.S. AND OUTLYING AREAS	2,140	1,798	1,819	148	427	13	85	165
50 STATES, D.C. & P.R.	2,137	1,793	1,818	148	427	13	84	165

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

TRAUMATIC BRAIN INJURY

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	35.65	40.87	15.65	0.00	.	0.87	0.87	6.09
ALASKA	41.46	39.02	19.51	0.00	0.00	0.00	0.00	0.00
ARIZONA	48.65	29.73	21.62	0.00	0.00	0.00	0.00	0.00
ARKANSAS	27.85	26.58	21.52	1.27	3.80	0.00	16.46	2.53
CALIFORNIA	24.20	30.81	36.86	1.13	3.21	0.00	0.38	3.40
COLORADO	60.00	25.71	10.48	0.00	0.00	0.00	0.95	2.86
CONNECTICUT	38.46	26.92	19.23	7.69	1.92	0.00	1.92	3.85
DELAWARE	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	66.67	33.33	0.00	0.00	0.00	0.00
FLORIDA	38.78	27.89	31.29	0.68	1.36	0.00	0.00	0.00
GEORGIA	30.88	36.03	32.35	0.00	0.00	0.00	0.00	0.74
HAWAII	32.14	32.14	28.57	3.57	0.00	0.00	0.00	3.57
IDAHO	57.75	23.94	16.90	1.41	0.00	0.00	0.00	0.00
ILLINOIS	25.14	23.43	40.00	6.29	4.00	0.57	0.29	0.29
INDIANA	46.43	12.24	30.61	0.51	0.00	0.51	3.06	6.63
IOWA	29.35	32.61	31.52	4.35	.	0.00	0.00	2.17
KANSAS	49.18	26.23	19.67	0.00	0.00	0.00	0.00	4.92
KENTUCKY	34.07	29.67	30.77	1.10	0.00	.	.	4.40
LOUISIANA	15.65	31.29	47.62	0.68	0.00	0.00	0.00	4.76
MAINE	21.15	36.54	32.69	1.92	3.85	0.00	1.92	1.92
MARYLAND	36.31	19.64	26.79	5.36	8.93	0.00	0.60	2.38
MASSACHUSETTS	16.35	9.43	26.42	9.43	22.01	.	9.43	6.92
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	44.87	32.69	15.38	5.77	0.64	0.00	0.00	0.64
MISSISSIPPI	20.41	24.49	40.82	2.04	0.00	0.00	2.04	10.20
MISSOURI	35.14	37.16	19.59	5.41	0.68	0.00	0.00	2.03
MONTANA	39.39	45.45	15.15	0.00	0.00	0.00	0.00	0.00
NEBRASKA	44.68	28.72	23.40	0.00	1.06	0.00	0.00	2.13
NEVADA	34.09	43.18	20.45	2.27	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	61.29	9.68	9.68	0.00	9.68	3.23	3.23	3.23
NEW JERSEY	20.00	35.00	20.00	0.00	20.00	0.00	0.00	5.00
NEW MEXICO	36.04	17.12	42.34	1.80	0.00	0.00	0.00	2.70
NEW YORK	40.28	16.96	31.63	4.77	2.83	0.18	1.94	1.41
NORTH CAROLINA	46.99	21.31	30.05	1.64	0.00	0.00	0.00	0.00
NORTH DAKOTA	73.33	26.67	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	61.33	26.52	4.42	1.10	0.00	0.00	0.00	6.63
OKLAHOMA	36.94	38.74	20.72	0.90	0.00	1.80	0.00	0.90
OREGON	57.58	23.48	14.39	1.52	0.00	0.76	0.76	1.52
PENNSYLVANIA	10.72	19.30	24.53	1.34	40.62	0.00	3.22	0.27
PUERTO RICO	33.33	25.00	8.33	8.33	0.00	0.00	0.00	25.00
RHODE ISLAND	39.13	13.04	34.78	0.00	8.70	0.00	4.35	0.00
SOUTH CAROLINA	24.39	29.27	43.90	0.00	0.00	0.00	0.00	2.44
SOUTH DAKOTA	40.00	36.00	20.00	0.00	4.00	0.00	0.00	0.00
TENNESSEE	29.66	26.27	33.05	2.54	0.85	0.00	0.85	6.78
TEXAS	19.73	44.86	28.38	0.81	0.00	0.54	0.00	5.68
UTAH	35.50	27.22	34.91	1.78	0.00	0.00	0.00	0.59
VERMONT	45.00	25.00	15.00	10.00	0.00	0.00	0.00	5.00
VIRGINIA	26.11	36.94	30.57	0.00	2.55	0.00	1.27	2.55
WASHINGTON	32.80	43.20	22.40	0.00	0.80	0.00	0.00	0.80
WEST VIRGINIA	63.08	26.15	7.69	0.00	0.00	0.00	0.00	3.08
WISCONSIN	34.29	36.43	27.14	0.71	0.00	0.00	0.00	1.43
WYOMING	28.21	46.15	20.51	0.00	0.00	5.13	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	.	.	.	.	0.00
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	28.57	57.14	0.00	.	.	.	14.29	.
U.S. AND OUTLYING AREAS	32.45	27.26	27.58	2.24	6.47	0.20	1.29	2.50
50 STATES, D.C. & P.R.	32.45	27.23	27.61	2.25	6.48	0.20	1.28	2.51

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	1,500	2,683	1,072	182	19	79	13	29
ALASKA	297	199	209	14	0	1	0	1
ARIZONA	926	1,006	1,456	109	76	89	3	38
ARKANSAS	714	1,348	435	11	47	0	92	18
CALIFORNIA	7,019	6,084	8,601	1,074	1,114	169	91	494
COLORADO	1,465	552	834	210	7	99	64	39
CONNECTICUT	1,425	688	886	188	225	20	76	15
DELAWARE	113	362	69	53	0	7	16	5
DISTRICT OF COLUMBIA	61	112	322	84	195	0	43	0
FLORIDA	4,846	3,532	2,972	537	146	129	2	71
GEORGIA	942	1,584	2,081	106	0	44	3	12
HAWAII	112	139	382	18	2	0	8	23
IDAHO	441	264	223	7	9	8	0	6
ILLINOIS	1,848	3,312	3,670	1,287	660	152	94	48
INDIANA	2,708	1,319	2,051	84	0	142	55	58
IOWA	1,184	1,163	853	216	.	136	4	19
KANSAS	895	751	620	134	17	49	20	20
KENTUCKY	827	1,441	947	61	6	48	4	42
LOUISIANA	738	1,858	2,166	99	25	244	0	72
MAINE	690	513	286	11	21	4	26	18
MARYLAND	1,085	892	1,173	532	304	24	104	37
MASSACHUSETTS	3,974	1,092	1,810	422	657	111	370	153
MICHIGAN	3,962	2,417	2,497	1,604	.	26	1	17
MINNESOTA	1,421	801	802	1,239	15	69	11	19
MISSISSIPPI	623	1,166	948	26	0	91	6	60
MISSOURI	2,438	1,722	1,066	621	61	39	4	70
MONTANA	349	288	181	6	4	6	1	3
NEBRASKA	1,179	1,728	601	38	16	24	13	24
NEVADA	327	301	254	123	0	0	5	6
NEW HAMPSHIRE	1,042	207	62	0	73	4	42	1
NEW JERSEY	2,811	2,261	2,533	1,206	1,342	53	49	164
NEW MEXICO	667	552	943	16	4	30	2	44
NEW YORK	8,690	2,599	8,265	2,467	775	216	569	269
NORTH CAROLINA	1,424	1,620	1,538	300	33	88	17	1
NORTH DAKOTA	376	180	90	3	5	5	9	4
OHIO	6,615	3,550	1,245	1,385	0	452	0	342
OKLAHOMA	1,725	1,525	618	42	0	43	1	39
OREGON	1,473	546	508	137	40	60	13	32
PENNSYLVANIA	3,535	4,419	2,933	734	420	107	75	89
PUERTO RICO	774	481	1,093	531	102	21	20	226
RHODE ISLAND	441	222	375	0	90	46	37	30
SOUTH CAROLINA	418	1,335	1,466	120	7	73	8	21
SOUTH DAKOTA	285	171	92	17	44	30	41	3
TENNESSEE	1,813	2,659	1,892	180	74	22	3	324
TEXAS	2,523	6,748	10,118	609	29	147	8	328
UTAH	463	359	792	659	0	15	0	15
VERMONT	419	77	78	15	12	16	16	16
VIRGINIA	1,917	2,330	1,904	139	87	261	62	39
WASHINGTON	1,631	1,671	1,435	76	21	51	1	18
WEST VIRGINIA	828	1,128	466	14	1	19	1	34
WISCONSIN	1,509	2,082	1,681	182	4	72	1	31
WYOMING	273	291	114	6	0	38	7	4
AMERICAN SAMOA	5	0	11	.	.	.	.	0
GUAM	100	27	38	1	0	0	2	0
NORTHERN MARIANAS	33	10	0	0	0	2	0	1
PALAU	0	1	3	0	0	0	0	0
VIRGIN ISLANDS	41	0	66	0	0	0	6	4
BUR. OF INDIAN AFFAIRS	181	112	54	9	3	0	4	1
U.S. AND OUTLYING AREAS	86,121	76,480	79,880	17,944	6,792	3,681	2,123	3,497
50 STATES, D.C. & P.R.	85,761	76,330	79,708	17,934	6,789	3,679	2,111	3,491

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	26.90	48.11	19.22	3.26	0.34	1.42	0.23	0.52
ALASKA	41.19	27.60	28.99	1.94	0.00	0.14	0.00	0.14
ARIZONA	25.01	27.17	39.32	2.94	2.05	2.40	0.08	1.03
ARKANSAS	26.79	50.58	16.32	0.41	1.76	0.00	3.45	0.68
CALIFORNIA	28.48	24.69	34.90	4.36	4.52	0.69	0.37	2.00
COLORADO	44.80	16.88	25.50	6.42	0.21	3.03	1.96	1.19
CONNECTICUT	40.45	19.53	25.15	5.34	6.39	0.57	2.16	0.43
DELAWARE	18.08	57.92	11.04	8.48	0.00	1.12	2.56	0.80
DISTRICT OF COLUMBIA	7.47	13.71	39.41	10.28	23.87	0.00	5.26	0.00
FLORIDA	39.61	28.87	24.29	4.39	1.19	1.05	0.02	0.58
GEORGIA	19.74	33.19	43.61	2.22	0.00	0.92	0.06	0.25
HAWAII	16.37	20.32	55.85	2.63	0.29	0.00	1.17	3.36
IDAHO	46.03	27.56	23.28	0.73	0.94	0.84	0.00	0.63
ILLINOIS	16.69	29.92	33.15	11.62	5.96	1.37	0.85	0.43
INDIANA	42.20	20.55	31.96	1.31	0.00	2.21	0.86	0.90
IOWA	33.12	32.53	23.86	6.04	.	3.80	0.11	0.53
KANSAS	35.71	29.97	24.74	5.35	0.68	1.96	0.80	0.80
KENTUCKY	24.50	42.68	28.05	1.81	0.18	1.42	0.12	1.24
LOUISIANA	14.19	35.72	41.64	1.90	0.48	4.69	0.00	1.38
MAINE	43.98	32.70	18.23	0.70	1.34	0.25	1.66	1.15
MARYLAND	26.14	21.49	28.26	12.82	7.32	0.58	2.51	0.89
MASSACHUSETTS	46.27	12.71	21.07	4.91	7.65	1.29	4.31	1.78
MICHIGAN	37.65	22.97	23.73	15.24	.	0.25	0.01	0.16
MINNESOTA	32.47	18.30	18.32	28.31	0.34	1.58	0.25	0.43
MISSISSIPPI	21.34	39.93	32.47	0.89	0.00	3.12	0.21	2.05
MISSOURI	40.49	28.60	17.70	10.31	1.01	0.65	0.07	1.16
MONTANA	41.65	34.37	21.60	0.72	0.48	0.72	0.12	0.36
NEBRASKA	32.54	47.70	16.59	1.05	0.44	0.66	0.36	0.66
NEVADA	32.19	29.63	25.00	12.11	0.00	0.00	0.49	0.59
NEW HAMPSHIRE	72.82	14.47	4.33	0.00	5.10	0.28	2.94	0.07
NEW JERSEY	26.98	21.70	24.31	11.58	12.88	0.51	0.47	1.57
NEW MEXICO	29.54	24.45	41.76	0.71	0.18	1.33	0.09	1.95
NEW YORK	36.44	10.90	34.65	10.34	3.25	0.91	2.39	1.13
NORTH CAROLINA	28.36	32.26	30.63	5.97	0.66	1.75	0.34	0.02
NORTH DAKOTA	55.95	26.79	13.39	0.45	0.74	0.74	1.34	0.60
OHIO	48.68	26.12	9.16	10.19	0.00	3.33	0.00	2.52
OKLAHOMA	43.20	38.19	15.48	1.05	0.00	1.08	0.03	0.98
OREGON	52.44	19.44	18.08	4.88	1.42	2.14	0.46	1.14
PENNSYLVANIA	28.71	35.89	23.82	5.96	3.41	0.87	0.61	0.72
PUERTO RICO	23.83	14.81	33.65	16.35	3.14	0.65	0.62	6.96
RHODE ISLAND	35.54	17.89	30.22	0.00	7.25	3.71	2.98	2.42
SOUTH CAROLINA	12.12	38.72	42.52	3.48	0.20	2.12	0.23	0.61
SOUTH DAKOTA	41.73	25.04	13.47	2.49	6.44	4.39	6.00	0.44
TENNESSEE	26.02	38.17	27.16	2.58	1.06	0.32	0.04	4.65
TEXAS	12.30	32.90	49.33	2.97	0.14	0.72	0.04	1.60
UTAH	20.10	15.59	34.39	28.61	0.00	0.65	0.00	0.65
VERMONT	64.56	11.86	12.02	2.31	1.85	2.47	2.47	2.47
VIRGINIA	28.45	34.57	28.25	2.06	1.29	3.87	0.92	0.58
WASHINGTON	33.26	34.07	29.26	1.55	0.43	1.04	0.02	0.37
WEST VIRGINIA	33.24	45.28	18.71	0.56	0.04	0.76	0.04	1.36
WISCONSIN	27.13	37.43	30.22	3.27	0.07	1.29	0.02	0.56
WYOMING	37.24	39.70	15.55	0.82	0.00	5.18	0.95	0.55
AMERICAN SAMOA	31.25	0.00	68.75	.	.	.	.	0.00
GUAM	59.52	16.07	22.62	0.60	0.00	0.00	1.19	0.00
NORTHERN MARIANAS	71.74	21.74	0.00	0.00	0.00	4.35	0.00	2.17
PALAU	0.00	25.00	75.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	35.04	0.00	56.41	0.00	0.00	0.00	5.13	3.42
BUR. OF INDIAN AFFAIRS	49.73	30.77	14.84	2.47	0.82	0.00	1.10	0.27
U.S. AND OUTLYING AREAS	31.14	27.66	28.89	6.49	2.46	1.33	0.77	1.26
50 STATES, D.C. & P.R.	31.10	27.68	28.90	6.50	2.46	1.33	0.77	1.27

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

SPECIFIC LEARNING DISABILITIES

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	992	1,366	122	5	0	1	2	2
ALASKA	236	140	49	4	0	0	0	1
ARIZONA	746	784	466	11	1	0	0	7
ARKANSAS	549	803	79	0	1	0	0	8
CALIFORNIA	5,600	4,724	2,625	41	166	0	7	150
COLORADO	938	335	220	40	2	30	7	5
CONNECTICUT	943	394	203	11	34	2	10	5
DELAWARE	81	214	4	7	0	3	0	0
DISTRICT OF COLUMBIA	56	66	57	0	44	0	4	0
FLORIDA	2,845	2,374	1,019	30	49	20	1	7
GEORGIA	574	667	182	0	0	0	0	2
HAWAII	70	64	134	3	0	0	1	4
IDAHO	342	153	21	0	0	0	0	2
ILLINOIS	1,352	2,750	1,321	61	22	38	2	8
INDIANA	2,168	908	497	5	0	28	2	19
IOWA	779	631	214	64	.	40	0	5
KANSAS	597	407	118	5	0	10	0	3
KENTUCKY	509	683	106	9	0	4	0	10
LOUISIANA	500	1,398	681	0	6	63	0	16
MAINE	462	297	36	0	2	0	2	0
MARYLAND	831	617	435	10	26	1	1	17
MASSACHUSETTS	2,744	781	680	69	90	37	37	9
MICHIGAN	2,531	1,625	685	55	.	1	1	4
MINNESOTA	831	331	53	242	0	11	4	2
MISSISSIPPI	534	867	373	1	0	0	0	16
MISSOURI	2,039	1,214	459	9	4	0	1	18
MONTANA	265	214	50	1	1	0	0	1
NEBRASKA	806	430	36	4	2	3	2	1
NEVADA	279	246	76	4	0	0	5	6
NEW HAMPSHIRE	596	85	15	0	21	2	7	0
NEW JERSEY	2,274	1,760	1,788	172	231	2	2	61
NEW MEXICO	468	439	402	6	0	1	0	14
NEW YORK	6,816	1,713	4,787	289	55	1	31	40
NORTH CAROLINA	1,019	793	118	3	0	0	0	0
NORTH DAKOTA	262	46	4	1	1	1	0	0
OHIO	4,528	566	115	10	0	176	0	37
OKLAHOMA	1,504	1,038	101	21	0	4	0	6
OREGON	967	279	52	27	10	12	1	9
PENNSYLVANIA	2,927	3,067	667	29	0	41	0	18
PUERTO RICO	431	260	174	88	12	5	0	10
RHODE ISLAND	357	161	173	0	13	0	2	6
SOUTH CAROLINA	265	861	249	3	4	0	1	6
SOUTH DAKOTA	242	102	13	3	2	1	1	0
TENNESSEE	1,340	1,730	406	5	4	0	1	83
TEXAS	2,043	5,345	4,991	53	1	1	0	35
UTAH	348	281	271	64	0	0	0	3
VERMONT	176	32	7	3	6	1	2	0
VIRGINIA	1,460	1,468	327	10	6	67	1	12
WASHINGTON	1,019	928	227	18	2	8	0	3
WEST VIRGINIA	654	675	57	1	0	2	0	10
WISCONSIN	1,001	1,325	231	30	1	1	0	1
WYOMING	209	177	17	3	0	4	0	2
AMERICAN SAMOA	5	0	0	.	.	.	.	0
GUAM	92	24	28	0	0	0	1	0
NORTHERN MARIANAS	26	6	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	40	0	8	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	134	77	33	.	0	0	0	0
U.S. AND OUTLYING AREAS	62,402	48,721	26,262	1,530	819	622	139	684
50 STATES, D.C. & P.R.	62,105	48,614	26,193	1,530	819	622	138	684

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

SPECIFIC LEARNING DISABILITIES

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	39.84	54.86	4.90	0.20	0.00	0.04	0.08	0.08
ALASKA	54.88	32.56	11.40	0.93	0.00	0.00	0.00	0.23
ARIZONA	37.02	38.91	23.13	0.55	0.05	0.00	0.00	0.35
ARKANSAS	38.13	55.76	5.49	0.00	0.07	0.00	0.00	0.56
CALIFORNIA	42.06	35.48	19.72	0.31	1.25	0.00	0.05	1.13
COLORADO	59.48	21.24	13.95	2.54	0.13	1.90	0.44	0.32
CONNECTICUT	58.86	24.59	12.67	0.69	2.12	0.12	0.62	0.31
DELAWARE	26.21	69.26	1.29	2.27	0.00	0.97	0.00	0.00
DISTRICT OF COLUMBIA	24.67	29.07	25.11	0.00	19.38	0.00	1.76	0.00
FLORIDA	44.84	37.42	16.06	0.47	0.77	0.32	0.02	0.11
GEORGIA	40.28	46.81	12.77	0.00	0.00	0.00	0.00	0.14
HAWAII	25.36	23.19	48.55	1.09	0.00	0.00	0.36	1.45
IDAHO	66.02	29.54	4.05	0.00	0.00	0.00	0.00	0.39
ILLINOIS	24.34	49.51	23.78	1.10	0.40	0.68	0.04	0.14
INDIANA	59.77	25.03	13.70	0.14	0.00	0.77	0.06	0.52
IOWA	44.95	36.41	12.35	3.69	.	2.31	0.00	0.29
KANSAS	52.37	35.70	10.35	0.44	0.00	0.88	0.00	0.26
KENTUCKY	38.53	51.70	8.02	0.68	0.00	0.30	0.00	0.76
LOUISIANA	18.77	52.48	25.56	0.00	0.23	2.36	0.00	0.60
MAINE	57.82	37.17	4.51	0.00	0.25	0.00	0.25	0.00
MARYLAND	42.88	31.84	22.45	0.52	1.34	0.05	0.05	0.88
MASSACHUSETTS	61.70	17.56	15.29	1.55	2.02	0.83	0.83	0.20
MICHIGAN	51.63	33.15	13.97	1.12	.	0.02	0.02	0.08
MINNESOTA	56.38	22.46	3.60	16.42	0.00	0.75	0.27	0.14
MISSISSIPPI	29.82	48.41	20.83	0.06	0.00	0.00	0.00	0.89
MISSOURI	54.46	32.43	12.26	0.24	0.11	0.00	0.03	0.48
MONTANA	49.81	40.23	9.40	0.19	0.19	0.00	0.00	0.19
NEBRASKA	62.77	33.49	2.80	0.31	0.16	0.23	0.16	0.08
NEVADA	45.29	39.94	12.34	0.65	0.00	0.00	0.81	0.97
NEW HAMPSHIRE	82.09	11.71	2.07	0.00	2.89	0.28	0.96	0.00
NEW JERSEY	36.15	27.98	28.43	2.73	3.67	0.03	0.03	0.97
NEW MEXICO	35.19	33.01	30.23	0.45	0.00	0.08	0.00	1.05
NEW YORK	49.64	12.47	34.86	2.10	0.40	0.01	0.23	0.29
NORTH CAROLINA	52.72	41.02	6.10	0.16	0.00	0.00	0.00	0.00
NORTH DAKOTA	83.17	14.60	1.27	0.32	0.32	0.32	0.00	0.00
OHIO	83.36	10.42	2.12	0.18	0.00	3.24	0.00	0.68
OKLAHOMA	56.25	38.82	3.78	0.79	0.00	0.15	0.00	0.22
OREGON	71.26	20.56	3.83	1.99	0.74	0.88	0.07	0.66
PENNSYLVANIA	43.37	45.44	9.88	0.43	0.00	0.61	0.00	0.27
PUERTO RICO	43.98	26.53	17.76	8.98	1.22	0.51	0.00	1.02
RHODE ISLAND	50.14	22.61	24.30	0.00	1.83	0.00	0.28	0.84
SOUTH CAROLINA	19.08	61.99	17.93	0.22	0.29	0.00	0.07	0.43
SOUTH DAKOTA	66.48	28.02	3.57	0.82	0.55	0.27	0.27	0.00
TENNESSEE	37.55	48.47	11.38	0.14	0.11	0.00	0.03	2.33
TEXAS	16.38	42.87	40.03	0.43	0.01	0.01	0.00	0.28
UTAH	35.99	29.06	28.02	6.62	0.00	0.00	0.00	0.31
VERMONT	77.53	14.10	3.08	1.32	2.64	0.44	0.88	0.00
VIRGINIA	43.57	43.81	9.76	0.30	0.18	2.00	0.03	0.36
WASHINGTON	46.21	42.09	10.29	0.82	0.09	0.36	0.00	0.14
WEST VIRGINIA	46.75	48.25	4.07	0.07	0.00	0.14	0.00	0.71
WISCONSIN	38.65	51.16	8.92	1.16	0.04	0.04	0.00	0.04
WYOMING	50.73	42.96	4.13	0.73	0.00	0.97	0.00	0.49
AMERICAN SAMOA	100.00	0.00	0.00	.	.	.	.	0.00
GUAM	63.45	16.55	19.31	0.00	0.00	0.00	0.69	0.00
NORTHERN MARIANAS	81.25	18.75	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	83.33	0.00	16.67	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	54.92	31.56	13.52	.	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	44.20	34.51	18.60	1.08	0.58	0.44	0.10	0.48
50 STATES, D.C. & P.R.	44.14	34.55	18.62	1.09	0.58	0.44	0.10	0.49

Please see data notes for an explanation of individual State differences.
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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	24	0	2	0	.	.	0	0
ALASKA	10	4	5	0	0	1	0	0
ARIZONA	18	3	2	0	0	0	0	0
ARKANSAS	9	11	2	0	1	0	0	0
CALIFORNIA	411	168	135	4	7	0	0	6
COLORADO	102	20	10	4	0	0	0	1
CONNECTICUT	61	27	6	3	5	0	1	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	222	40	22	0	0	0	0	0
GEORGIA	13	3	3	0	0	0	0	0
HAWAII	1	0	1	0	0	0	0	0
IDAHO	7	5	0	0	0	0	0	0
ILLINOIS	118	12	20	0	0	1	1	0
INDIANA	53	0	0	0	0	0	0	0
IOWA	15	8	1	1	.	0	0	0
KANSAS	18	8	5	0	0	0	0	0
KENTUCKY	19	4	0	0	0	0	0	0
LOUISIANA	27	15	23	0	2	3	0	0
MAINE	55	25	8	0	0	0	1	0
MARYLAND	64	51	54	5	2	0	0	0
MASSACHUSETTS	900	73	141	7	17	.	15	7
MICHIGAN	91	18	7	2	.	0	0	0
MINNESOTA	53	13	2	15	0	0	0	1
MISSISSIPPI	21	9	3	0	0	0	0	0
MISSOURI	63	29	12	1	0	0	0	0
MONTANA	13	0	2	0	0	0	0	0
NEBRASKA	89	16	5	0	0	0	0	0
NEVADA	5	0	3	0	0	0	0	0
NEW HAMPSHIRE	110	25	5	0	5	0	1	0
NEW JERSEY	137	43	13	11	24	0	0	1
NEW MEXICO	33	31	36	0	0	0	0	3
NEW YORK	155	45	127	12	0	0	5	0
NORTH CAROLINA	21	1	2	0	0	0	0	0
NORTH DAKOTA	39	5	0	0	0	0	0	0
OHIO	80	0	0	0	0	0	0	0
OKLAHOMA	21	3	0	0	0	0	0	0
OREGON	92	29	9	6	0	1	0	0
PENNSYLVANIA	56	9	0	1	0	0	0	0
PUERTO RICO	17	21	3	0	0	0	0	1
RHODE ISLAND	21	17	7	0	1	0	0	0
SOUTH CAROLINA	10	2	1	0	1	0	3	0
SOUTH DAKOTA	3	1	0	0	1	0	0	0
TENNESSEE	96	86	22	1	0	0	0	0
TEXAS	73	27	24	1	0	0	0	0
UTAH	9	5	7	4	0	0	0	0
VERMONT	49	7	4	0	0	0	1	0
VIRGINIA	46	1	3	0	0	0	0	1
WASHINGTON	19	6	2	0	0	0	0	0
WEST VIRGINIA	6	1	1	0	0	0	0	1
WISCONSIN	73	7	2	0	0	0	0	0
WYOMING	9	15	2	0	0	0	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	0	0	0	1	0	0	1	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	21	0	2	4	.	.	.	.
U.S. AND OUTLYING AREAS	3,678	949	746	83	66	6	29	22
50 STATES, D.C. & P.R.	3,657	949	744	78	66	6	28	22

Please see data notes for an explanation of individual State differences.
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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	92.31	0.00	7.69	0.00	.	.	0.00	0.00
ALASKA	50.00	20.00	25.00	0.00	0.00	5.00	0.00	0.00
ARIZONA	78.26	13.04	8.70	0.00	0.00	0.00	0.00	0.00
ARKANSAS	39.13	47.83	8.70	0.00	4.35	0.00	0.00	0.00
CALIFORNIA	56.22	22.98	18.47	0.55	0.96	0.00	0.00	0.82
COLORADO	74.45	14.60	7.30	2.92	0.00	0.00	0.00	0.73
CONNECTICUT	59.22	26.21	5.83	2.91	4.85	0.00	0.97	0.00
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	78.17	14.08	7.75	0.00	0.00	0.00	0.00	0.00
GEORGIA	68.42	15.79	15.79	0.00	0.00	0.00	0.00	0.00
HAWAII	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
IDAHO	58.33	41.67	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	77.63	7.89	13.16	0.00	0.00	0.66	0.66	0.00
INDIANA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
IOWA	60.00	32.00	4.00	4.00	.	0.00	0.00	0.00
KANSAS	58.06	25.81	16.13	0.00	0.00	0.00	0.00	0.00
KENTUCKY	82.61	17.39	0.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	38.57	21.43	32.86	0.00	2.86	4.29	0.00	0.00
MAINE	61.80	28.09	8.99	0.00	0.00	0.00	1.12	0.00
MARYLAND	36.36	28.98	30.68	2.84	1.14	0.00	0.00	0.00
MASSACHUSETTS	77.59	6.29	12.16	0.60	1.47	.	1.29	0.60
MICHIGAN	77.12	15.25	5.93	1.69	.	0.00	0.00	0.00
MINNESOTA	63.10	15.48	2.38	17.86	0.00	0.00	0.00	1.19
MISSISSIPPI	63.64	27.27	9.09	0.00	0.00	0.00	0.00	0.00
MISSOURI	60.00	27.62	11.43	0.95	0.00	0.00	0.00	0.00
MONTANA	86.67	0.00	13.33	0.00	0.00	0.00	0.00	0.00
NEBRASKA	80.91	14.55	4.55	0.00	0.00	0.00	0.00	0.00
NEVADA	62.50	0.00	37.50	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	75.34	17.12	3.42	0.00	3.42	0.00	0.68	0.00
NEW JERSEY	59.83	18.78	5.68	4.80	10.48	0.00	0.00	0.44
NEW MEXICO	32.04	30.10	34.95	0.00	0.00	0.00	0.00	2.91
NEW YORK	45.06	13.08	36.92	3.49	0.00	0.00	1.45	0.00
NORTH CAROLINA	87.50	4.17	8.33	0.00	0.00	0.00	0.00	0.00
NORTH DAKOTA	88.64	11.36	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	87.50	12.50	0.00	0.00	0.00	0.00	0.00	0.00
OREGON	67.15	21.17	6.57	4.38	0.00	0.73	0.00	0.00
PENNSYLVANIA	84.85	13.64	0.00	1.52	0.00	0.00	0.00	0.00
PUERTO RICO	40.48	50.00	7.14	0.00	0.00	0.00	0.00	2.38
RHODE ISLAND	45.65	36.96	15.22	0.00	2.17	0.00	0.00	0.00
SOUTH CAROLINA	58.82	11.76	5.88	0.00	5.88	0.00	17.65	0.00
SOUTH DAKOTA	60.00	20.00	0.00	0.00	20.00	0.00	0.00	0.00
TENNESSEE	46.83	41.95	10.73	0.49	0.00	0.00	0.00	0.00
TEXAS	58.40	21.60	19.20	0.80	0.00	0.00	0.00	0.00
UTAH	36.00	20.00	28.00	16.00	0.00	0.00	0.00	0.00
VERMONT	80.33	11.48	6.56	0.00	0.00	0.00	1.64	0.00
VIRGINIA	90.20	1.96	5.88	0.00	0.00	0.00	0.00	1.96
WASHINGTON	70.37	22.22	7.41	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	66.67	11.11	11.11	0.00	0.00	0.00	0.00	11.11
WISCONSIN	89.02	8.54	2.44	0.00	0.00	0.00	0.00	0.00
WYOMING	34.62	57.69	7.69	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	0.00	50.00	0.00	0.00	50.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	77.78	0.00	7.41	14.81	.	.	.	.
U.S. AND OUTLYING AREAS	65.93	17.01	13.37	1.49	1.18	0.11	0.52	0.39
50 STATES, D.C. & P.R.	65.89	17.10	13.41	1.41	1.19	0.11	0.50	0.40

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

MENTAL RETARDATION

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	248	1,119	755	136	6	3	2	7
ALASKA	12	25	71	0	0	0	0	0
ARIZONA	22	104	644	48	24	0	2	5
ARKANSAS	114	451	270	0	38	0	27	4
CALIFORNIA	153	558	3,375	588	175	0	13	137
COLORADO	83	72	260	31	0	1	0	3
CONNECTICUT	36	80	333	67	52	4	12	0
DELAWARE	6	99	54	28	0	2	6	1
DISTRICT OF COLUMBIA	3	42	110	69	40	0	15	0
FLORIDA	881	614	1,438	439	31	10	0	3
GEORGIA	118	588	1,593	42	0	28	1	5
HAWAII	9	33	141	4	0	0	1	2
IDAHO	44	72	129	4	5	0	0	3
ILLINOIS	98	120	1,578	789	295	12	30	4
INDIANA	137	284	1,170	39	0	12	9	10
IOWA	202	348	415	83	.	16	0	4
KANSAS	99	156	318	62	12	15	15	1
KENTUCKY	193	610	618	20	2	1	0	19
LOUISIANA	91	159	990	82	14	71	0	18
MAINE	9	48	103	1	4	0	1	0
MARYLAND	32	100	316	225	40	1	11	0
MASSACHUSETTS	128	146	514	34	63	.	48	6
MICHIGAN	421	384	1,257	970	.	2	0	1
MINNESOTA	88	233	611	566	7	12	0	5
MISSISSIPPI	30	245	439	15	0	35	5	16
MISSOURI	75	276	384	516	22	0	0	23
MONTANA	12	29	62	0	1	0	0	1
NEBRASKA	100	285	314	17	6	8	6	1
NEVADA	6	24	109	65	0	0	0	0
NEW HAMPSHIRE	80	43	23	0	8	1	6	0
NEW JERSEY	12	79	273	282	203	1	4	8
NEW MEXICO	57	25	262	0	3	0	0	3
NEW YORK	484	227	1,139	875	106	12	39	15
NORTH CAROLINA	91	594	1,054	201	21	15	5	0
NORTH DAKOTA	32	93	74	1	0	2	4	2
OHIO	1,309	2,127	435	46	0	121	0	44
OKLAHOMA	80	343	335	8	0	1	0	2
OREGON	100	138	311	57	4	2	7	7
PENNSYLVANIA	206	832	1,642	413	43	11	12	21
PUERTO RICO	223	165	783	377	47	14	19	66
RHODE ISLAND	2	8	121	0	29	0	7	0
SOUTH CAROLINA	78	284	1,021	94	0	20	3	8
SOUTH DAKOTA	19	47	52	7	23	13	18	0
TENNESSEE	120	643	1,010	79	30	2	1	13
TEXAS	16	352	2,793	310	9	49	3	16
UTAH	25	28	280	252	0	0	0	1
VERMONT	74	18	45	3	1	3	2	6
VIRGINIA	47	480	1,127	42	21	45	14	5
WASHINGTON	96	228	519	20	8	0	0	2
WEST VIRGINIA	88	369	366	7	1	0	1	12
WISCONSIN	74	314	1,030	92	0	19	0	11
WYOMING	3	26	62	3	0	14	1	1
AMERICAN SAMOA	0	0	4	.	.	.	.	0
GUAM	3	2	7	0	0	0	0	0
NORTHERN MARIANAS	3	1	0	0	0	2	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	1	0	42	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	6	21	10	3	.	0	.	.
U.S. AND OUTLYING AREAS	6,779	14,791	33,192	8,112	1,394	580	351	522
50 STATES, D.C. & P.R.	6,766	14,767	33,128	8,109	1,394	578	350	522

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

MENTAL RETARDATION

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	10.90	49.17	33.17	5.98	0.26	0.13	0.09	0.31
ALASKA	11.11	23.15	65.74	0.00	0.00	0.00	0.00	0.00
ARIZONA	2.59	12.25	75.85	5.65	2.83	0.00	0.24	0.59
ARKANSAS	12.61	49.89	29.87	0.00	4.20	0.00	2.99	0.44
CALIFORNIA	3.06	11.16	67.51	11.76	3.50	0.00	0.26	2.74
COLORADO	18.44	16.00	57.78	6.89	0.00	0.22	0.00	0.67
CONNECTICUT	6.16	13.70	57.02	11.47	8.90	0.68	2.05	0.00
DELAWARE	3.06	50.51	27.55	14.29	0.00	1.02	3.06	0.51
DISTRICT OF COLUMBIA	1.08	15.05	39.43	24.73	14.34	0.00	5.38	0.00
FLORIDA	25.79	17.97	42.10	12.85	0.91	0.29	0.00	0.09
GEORGIA	4.97	24.76	67.07	1.77	0.00	1.18	0.04	0.21
HAWAII	4.74	17.37	74.21	2.11	0.00	0.00	0.53	1.05
IDAHO	17.12	28.02	50.19	1.56	1.95	0.00	0.00	1.17
ILLINOIS	3.35	4.10	53.93	26.97	10.08	0.41	1.03	0.14
INDIANA	8.25	17.10	70.44	2.35	0.00	0.72	0.54	0.60
IOWA	18.91	32.58	38.86	7.77	.	1.50	0.00	0.37
KANSAS	14.60	23.01	46.90	9.14	1.77	2.21	2.21	0.15
KENTUCKY	13.19	41.70	42.24	1.37	0.14	0.07	0.00	1.30
LOUISIANA	6.39	11.16	69.47	5.75	0.98	4.98	0.00	1.26
MAINE	5.42	28.92	62.05	0.60	2.41	0.00	0.60	0.00
MARYLAND	4.41	13.79	43.59	31.03	5.52	0.14	1.52	0.00
MASSACHUSETTS	13.63	15.55	54.74	3.62	6.71	.	5.11	0.64
MICHIGAN	13.87	12.65	41.42	31.96	.	0.07	0.00	0.03
MINNESOTA	5.78	15.31	40.14	37.19	0.46	0.79	0.00	0.33
MISSISSIPPI	3.82	31.21	55.92	1.91	0.00	4.46	0.64	2.04
MISSOURI	5.79	21.30	29.63	39.81	1.70	0.00	0.00	1.77
MONTANA	11.43	27.62	59.05	0.00	0.95	0.00	0.00	0.95
NEBRASKA	13.57	38.67	42.61	2.31	0.81	1.09	0.81	0.14
NEVADA	2.94	11.76	53.43	31.86	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	49.69	26.71	14.29	0.00	4.97	0.62	3.73	0.00
NEW JERSEY	1.39	9.16	31.67	32.71	23.55	0.12	0.46	0.93
NEW MEXICO	16.29	7.14	74.86	0.00	0.86	0.00	0.00	0.86
NEW YORK	16.71	7.84	39.32	30.20	3.66	0.41	1.35	0.52
NORTH CAROLINA	4.59	29.98	53.21	10.15	1.06	0.76	0.25	0.00
NORTH DAKOTA	15.38	44.71	35.58	0.48	0.00	0.96	1.92	0.96
OHIO	32.07	52.11	10.66	1.13	0.00	2.96	0.00	1.08
OKLAHOMA	10.40	44.60	43.56	1.04	0.00	0.13	0.00	0.26
OREGON	15.97	22.04	49.68	9.11	0.64	0.32	1.12	1.12
PENNSYLVANIA	6.48	26.16	51.64	12.99	1.35	0.35	0.38	0.66
PUERTO RICO	13.16	9.74	46.22	22.26	2.77	0.83	1.12	3.90
RHODE ISLAND	1.20	4.79	72.46	0.00	17.37	0.00	4.19	0.00
SOUTH CAROLINA	5.17	18.83	67.71	6.23	0.00	1.33	0.20	0.53
SOUTH DAKOTA	10.61	26.26	29.05	3.91	12.85	7.26	10.06	0.00
TENNESSEE	6.32	33.88	53.21	4.16	1.58	0.11	0.05	0.68
TEXAS	0.45	9.92	78.72	8.74	0.25	1.38	0.08	0.45
UTAH	4.27	4.78	47.78	43.00	0.00	0.00	0.00	0.17
VERMONT	48.68	11.84	29.61	1.97	0.66	1.97	1.32	3.95
VIRGINIA	2.64	26.95	63.28	2.36	1.18	2.53	0.79	0.28
WASHINGTON	11.00	26.12	59.45	2.29	0.92	0.00	0.00	0.23
WEST VIRGINIA	10.43	43.72	43.36	0.83	0.12	0.00	0.12	1.42
WISCONSIN	4.81	20.39	66.88	5.97	0.00	1.23	0.00	0.71
WYOMING	2.73	23.64	56.36	2.73	0.00	12.73	0.91	0.91
AMERICAN SAMOA	0.00	0.00	100.00	.	.	.	.	0.00
GUAM	25.00	16.67	58.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	16.67	0.00	0.00	0.00	33.33	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	2.27	0.00	95.45	0.00	0.00	0.00	2.27	0.00
BUR. OF INDIAN AFFAIRS	15.00	52.50	25.00	7.50	.	0.00	.	.
U.S. AND OUTLYING AREAS	10.31	22.51	50.50	12.34	2.12	0.88	0.53	0.79
50 STATES, D.C. & P.R.	10.31	22.51	50.49	12.36	2.12	0.88	0.53	0.80

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

EMOTIONAL DISTURBANCE

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	118	113	26	2	3	4	1	7
ALASKA	12	9	11	9	0	0	0	0
ARIZONA	51	61	72	19	18	0	1	12
ARKANSAS	2	4	7	0	0	0	1	1
CALIFORNIA	300	171	443	68	564	0	58	95
COLORADO	155	59	70	57	4	29	53	13
CONNECTICUT	231	109	204	33	71	2	26	4
DELAWARE	25	7	0	4	0	2	6	0
DISTRICT OF COLUMBIA	1	4	116	0	88	0	18	0
FLORIDA	533	356	266	29	60	27	0	1
GEORGIA	124	209	162	35	0	7	0	0
HAWAII	23	27	44	0	2	0	3	11
IDAHO	7	11	6	1	2	0	0	1
ILLINOIS	172	272	462	362	280	35	44	5
INDIANA	168	80	182	13	0	26	22	20
IOWA	127	137	125	36	.	59	2	5
KANSAS	60	79	36	21	3	12	1	5
KENTUCKY	28	56	50	9	2	6	4	1
LOUISIANA	34	72	124	5	0	46	0	7
MAINE	83	57	30	5	9	0	9	3
MARYLAND	78	50	104	66	154	3	19	10
MASSACHUSETTS	103	55	305	263	352	23	90	20
MICHIGAN	391	184	191	127	.	4	0	1
MINNESOTA	303	134	64	249	4	17	4	5
MISSISSIPPI	2	4	6	0	0	4	0	4
MISSOURI	112	111	102	33	20	0	3	10
MONTANA	18	16	17	4	2	0	0	0
NEBRASKA	55	79	67	7	6	1	2	1
NEVADA	10	15	19	11	0	0	0	0
NEW HAMPSHIRE	86	28	6	0	19	1	9	0
NEW JERSEY	211	165	197	157	332	13	8	40
NEW MEXICO	48	15	73	5	0	5	2	7
NEW YORK	579	307	1,039	471	146	136	199	132
NORTH CAROLINA	52	82	67	10	1	0	0	0
NORTH DAKOTA	22	21	2	0	0	0	0	0
OHIO	259	236	100	187	0	100	0	74
OKLAHOMA	24	60	47	1	0	4	0	6
OREGON	111	17	19	17	20	6	2	5
PENNSYLVANIA	243	407	334	101	171	54	15	39
PUERTO RICO	10	3	14	5	0	2	1	8
RHODE ISLAND	35	25	46	0	30	46	18	5
SOUTH CAROLINA	24	66	76	3	0	1	1	2
SOUTH DAKOTA	3	5	6	1	0	0	0	0
TENNESSEE	52	62	64	4	2	1	1	8
TEXAS	199	408	818	55	5	2	0	42
UTAH	35	20	59	24	0	0	0	1
VERMONT	62	10	9	8	3	11	3	8
VIRGINIA	175	193	163	49	51	92	22	10
WASHINGTON	85	99	56	7	1	0	1	2
WEST VIRGINIA	29	47	19	1	0	0	0	8
WISCONSIN	230	359	246	48	3	22	1	15
WYOMING	24	37	9	0	0	0	3	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	8	0	0	0	2	0
BUR. OF INDIAN AFFAIRS	11	6	5	.	3	.	0	0
U.S. AND OUTLYING AREAS	5,936	5,219	6,793	2,622	2,431	803	655	654
50 STATES, D.C. & P.R.	5,924	5,213	6,780	2,622	2,428	803	653	654

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

EMOTIONAL DISTURBANCE

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	43.07	41.24	9.49	0.73	1.09	1.46	0.36	2.55
ALASKA	29.27	21.95	26.83	21.95	0.00	0.00	0.00	0.00
ARIZONA	21.79	26.07	30.77	8.12	7.69	0.00	0.43	5.13
ARKANSAS	13.33	26.67	46.67	0.00	0.00	0.00	6.67	6.67
CALIFORNIA	17.66	10.06	26.07	4.00	33.20	0.00	3.41	5.59
COLORADO	35.23	13.41	15.91	12.95	0.91	6.59	12.05	2.95
CONNECTICUT	33.97	16.03	30.00	4.85	10.44	0.29	3.82	0.59
DELAWARE	56.82	15.91	0.00	9.09	0.00	4.55	13.64	0.00
DISTRICT OF COLUMBIA	0.44	1.76	51.10	0.00	38.77	0.00	7.93	0.00
FLORIDA	41.90	27.99	20.91	2.28	4.72	2.12	0.00	0.08
GEORGIA	23.09	38.92	30.17	6.52	0.00	1.30	0.00	0.00
HAWAII	20.91	24.55	40.00	0.00	1.82	0.00	2.73	10.00
IDAHO	25.00	39.29	21.43	3.57	7.14	0.00	0.00	3.57
ILLINOIS	10.54	16.67	28.31	22.18	17.16	2.14	2.70	0.31
INDIANA	32.88	15.66	35.62	2.54	0.00	5.09	4.31	3.91
IOWA	25.87	27.90	25.46	7.33	.	12.02	0.41	1.02
KANSAS	27.65	36.41	16.59	9.68	1.38	5.53	0.46	2.30
KENTUCKY	17.95	35.90	32.05	5.77	1.28	3.85	2.56	0.64
LOUISIANA	11.81	25.00	43.06	1.74	0.00	15.97	0.00	2.43
MAINE	42.35	29.08	15.31	2.55	4.59	0.00	4.59	1.53
MARYLAND	16.12	10.33	21.49	13.64	31.82	0.62	3.93	2.07
MASSACHUSETTS	8.51	4.54	25.19	21.72	29.07	1.90	7.43	1.65
MICHIGAN	43.54	20.49	21.27	14.14	.	0.45	0.00	0.11
MINNESOTA	38.85	17.18	8.21	31.92	0.51	2.18	0.51	0.64
MISSISSIPPI	10.00	20.00	30.00	0.00	0.00	20.00	0.00	20.00
MISSOURI	28.64	28.39	26.09	8.44	5.12	0.00	0.77	2.56
MONTANA	31.58	28.07	29.82	7.02	3.51	0.00	0.00	0.00
NEBRASKA	25.23	36.24	30.73	3.21	2.75	0.46	0.92	0.46
NEVADA	18.18	27.27	34.55	20.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	57.72	18.79	4.03	0.00	12.75	0.67	6.04	0.00
NEW JERSEY	18.79	14.69	17.54	13.98	29.56	1.16	0.71	3.56
NEW MEXICO	30.97	9.68	47.10	3.23	0.00	3.23	1.29	4.52
NEW YORK	19.24	10.20	34.53	15.65	4.85	4.52	6.61	4.39
NORTH CAROLINA	24.53	38.68	31.60	4.72	0.47	0.00	0.00	0.00
NORTH DAKOTA	48.89	46.67	4.44	0.00	0.00	0.00	0.00	0.00
OHIO	27.09	24.69	10.46	19.56	0.00	10.46	0.00	7.74
OKLAHOMA	16.90	42.25	33.10	0.70	0.00	2.82	0.00	4.23
OREGON	56.35	8.63	9.64	8.63	10.15	3.05	1.02	2.54
PENNSYLVANIA	17.82	29.84	24.49	7.40	12.54	3.96	1.10	2.86
PUERTO RICO	23.26	6.98	32.56	11.63	0.00	4.65	2.33	18.60
RHODE ISLAND	17.07	12.20	22.44	0.00	14.63	22.44	8.78	2.44
SOUTH CAROLINA	13.87	38.15	43.93	1.73	0.00	0.58	0.58	1.16
SOUTH DAKOTA	20.00	33.33	40.00	6.67	0.00	0.00	0.00	0.00
TENNESSEE	26.80	31.96	32.99	2.06	1.03	0.52	0.52	4.12
TEXAS	13.02	26.68	53.50	3.60	0.33	0.13	0.00	2.75
UTAH	25.18	14.39	42.45	17.27	0.00	0.00	0.00	0.72
VERMONT	54.39	8.77	7.89	7.02	2.63	9.65	2.63	7.02
VIRGINIA	23.18	25.56	21.59	6.49	6.75	12.19	2.91	1.32
WASHINGTON	33.86	39.44	22.31	2.79	0.40	0.00	0.40	0.80
WEST VIRGINIA	27.88	45.19	18.27	0.96	0.00	0.00	0.00	7.69
WISCONSIN	24.89	38.85	26.62	5.19	0.32	2.38	0.11	1.62
WYOMING	32.88	50.68	12.33	0.00	0.00	0.00	4.11	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	80.00	0.00	0.00	0.00	20.00	0.00
BUR. OF INDIAN AFFAIRS	44.00	24.00	20.00	.	12.00	.	0.00	0.00
U.S. AND OUTLYING AREAS	23.64	20.78	27.05	10.44	9.68	3.20	2.61	2.60
50 STATES, D.C. & P.R.	23.62	20.79	27.04	10.46	9.68	3.20	2.60	2.61

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

MULTIPLE DISABILITIES

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	5	12	109	22	1	19	6	3
ALASKA	6	3	57	1	0	0	0	0
ARIZONA	8	11	130	19	18	32	0	1
ARKANSAS	1	5	48	2	4	0	41	2
CALIFORNIA	39	62	599	146	65	16	4	20
COLORADO	52	30	195	56	1	4	3	5
CONNECTICUT	23	33	80	41	22	10	10	1
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0	0	14	5	11	0	3	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1	2	26	1	0	0	0	2
IDAHO	1	2	41	2	1	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	1	72	13	0	5	10	1
IOWA	1	1	55	21	.	0	2	0
KANSAS	28	29	86	30	2	11	3	7
KENTUCKY	5	32	127	20	2	5	0	7
LOUISIANA	6	6	139	7	0	19	0	14
MAINE	22	42	84	4	5	1	10	15
MARYLAND	26	27	204	192	63	4	17	5
MASSACHUSETTS	13	16	78	27	45	51	67	20
MICHIGAN	56	6	108	275	.	0	0	6
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	0	2	44	7	0	14	0	4
MISSOURI	3	8	31	20	7	0	0	2
MONTANA	2	7	39	1	0	3	1	1
NEBRASKA	1	3	68	6	1	2	0	3
NEVADA	0	2	25	41	0	0	0	0
NEW HAMPSHIRE	33	5	6	0	8	0	6	1
NEW JERSEY	107	178	221	495	475	17	30	25
NEW MEXICO	24	13	91	1	0	8	0	5
NEW YORK	141	148	667	560	295	29	220	42
NORTH CAROLINA	3	4	122	46	10	26	12	0
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	76	469	510	1,115	0	0	0	21
OKLAHOMA	2	25	97	8	0	6	1	16
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	4	8	148	76	0	1	0	5
PUERTO RICO	7	3	53	20	3	0	0	118
RHODE ISLAND	.	0	11	0	6	0	3	0
SOUTH CAROLINA	0	0	16	6	0	25	0	0
SOUTH DAKOTA	0	8	15	3	17	9	19	1
TENNESSEE	5	14	199	45	34	4	0	20
TEXAS	4	140	521	110	10	34	1	49
UTAH	2	4	121	207	0	0	0	5
VERMONT	7	4	6	0	0	0	3	1
VIRGINIA	4	25	131	21	2	16	6	4
WASHINGTON	31	68	392	13	1	3	0	5
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	6	.	.	.	.	0
GUAM	0	0	3	0	0	0	0	0
NORTHERN MARIANAS	2	3	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	5	0	0	0	3	2
BUR. OF INDIAN AFFAIRS	3	5	4	1	.	.	4	.
U.S. AND OUTLYING AREAS	754	1,466	5,805	3,686	1,109	374	485	439
50 STATES, D.C. & P.R.	749	1,458	5,786	3,685	1,109	374	478	437

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

MULTIPLE DISABILITIES

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	2.82	6.78	61.58	12.43	0.56	10.73	3.39	1.69
ALASKA	8.96	4.48	85.07	1.49	0.00	0.00	0.00	0.00
ARIZONA	3.65	5.02	59.36	8.68	8.22	14.61	0.00	0.46
ARKANSAS	0.97	4.85	46.60	1.94	3.88	0.00	39.81	1.94
CALIFORNIA	4.10	6.52	62.99	15.35	6.83	1.68	0.42	2.10
COLORADO	15.03	8.67	56.36	16.18	0.29	1.16	0.87	1.45
CONNECTICUT	10.45	15.00	36.36	18.64	10.00	4.55	4.55	0.45
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	42.42	15.15	33.33	0.00	9.09	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	3.13	6.25	81.25	3.13	0.00	0.00	0.00	6.25
IDAHO	2.13	4.26	87.23	4.26	2.13	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.00	0.98	70.59	12.75	0.00	4.90	9.80	0.98
IOWA	1.25	1.25	68.75	26.25	.	0.00	2.50	0.00
KANSAS	14.29	14.80	43.88	15.31	1.02	5.61	1.53	3.57
KENTUCKY	2.53	16.16	64.14	10.10	1.01	2.53	0.00	3.54
LOUISIANA	3.14	3.14	72.77	3.66	0.00	9.95	0.00	7.33
MAINE	12.02	22.95	45.90	2.19	2.73	0.55	5.46	8.20
MARYLAND	4.83	5.02	37.92	35.69	11.71	0.74	3.16	0.93
MASSACHUSETTS	4.10	5.05	24.61	8.52	14.20	16.09	21.14	6.31
MICHIGAN	12.42	1.33	23.95	60.98	.	0.00	0.00	1.33
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	2.82	61.97	9.86	0.00	19.72	0.00	5.63
MISSOURI	4.23	11.27	43.66	28.17	9.86	0.00	0.00	2.82
MONTANA	3.70	12.96	72.22	1.85	0.00	5.56	1.85	1.85
NEBRASKA	1.19	3.57	80.95	7.14	1.19	2.38	0.00	3.57
NEVADA	0.00	2.94	36.76	60.29	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	55.93	8.47	10.17	0.00	13.56	0.00	10.17	1.69
NEW JERSEY	6.91	11.50	14.28	31.98	30.68	1.10	1.94	1.61
NEW MEXICO	16.90	9.15	64.08	0.70	0.00	5.63	0.00	3.52
NEW YORK	6.71	7.04	31.73	26.64	14.03	1.38	10.47	2.00
NORTH CAROLINA	1.35	1.79	54.71	20.63	4.48	11.66	5.38	0.00
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	3.47	21.41	23.28	50.89	0.00	0.00	0.00	0.96
OKLAHOMA	1.29	16.13	62.58	5.16	0.00	3.87	0.65	10.32
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	1.65	3.31	61.16	31.40	0.00	0.41	0.00	2.07
PUERTO RICO	3.43	1.47	25.98	9.80	1.47	0.00	0.00	57.84
RHODE ISLAND	.	0.00	55.00	0.00	30.00	0.00	15.00	0.00
SOUTH CAROLINA	0.00	0.00	34.04	12.77	0.00	53.19	0.00	0.00
SOUTH DAKOTA	0.00	11.11	20.83	4.17	23.61	12.50	26.39	1.39
TENNESSEE	1.56	4.36	61.99	14.02	10.59	1.25	0.00	6.23
TEXAS	0.46	16.11	59.95	12.66	1.15	3.91	0.12	5.64
UTAH	0.59	1.18	35.69	61.06	0.00	0.00	0.00	1.47
VERMONT	33.33	19.05	28.57	0.00	0.00	0.00	14.29	4.76
VIRGINIA	1.91	11.96	62.68	10.05	0.96	7.66	2.87	1.91
WASHINGTON	6.04	13.26	76.41	2.53	0.19	0.58	0.00	0.97
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	.	.	.	.	0.00
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	40.00	60.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	50.00	0.00	0.00	0.00	30.00	20.00
BUR. OF INDIAN AFFAIRS	17.65	29.41	23.53	5.88	.	.	23.53	.
U.S. AND OUTLYING AREAS	5.34	10.38	41.12	26.11	7.86	2.65	3.44	3.11
50 STATES, D.C. & P.R.	5.32	10.36	41.11	26.18	7.88	2.66	3.40	3.10

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

HEARING IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	28	13	8	1	0	43	2	1
ALASKA	5	3	7	0	0	0	0	0
ARIZONA	31	16	11	0	0	23	0	0
ARKANSAS	7	14	2	4	0	0	15	0
CALIFORNIA	113	88	208	10	8	125	1	7
COLORADO	35	5	18	6	0	28	0	0
CONNECTICUT	10	4	5	7	19	0	6	0
DELAWARE	0	15	0	2	0	0	0	0
DISTRICT OF COLUMBIA	1	0	0	0	0	0	0	0
FLORIDA	53	33	37	1	0	53	0	0
GEORGIA	21	9	15	12	0	9	0	0
HAWAII	4	6	5	0	0	0	0	0
IDAHO	1	1	0	0	0	2	0	0
ILLINOIS	20	35	69	13	3	43	9	0
INDIANA	47	17	19	0	0	39	4	0
IOWA	14	10	1	1	.	16	0	0
KANSAS	12	7	8	10	0	0	0	0
KENTUCKY	16	12	2	0	0	22	.	0
LOUISIANA	15	44	26	0	0	29	0	0
MAINE	6	4	1	1	0	3	0	0
MARYLAND	9	2	9	6	0	15	0	0
MASSACHUSETTS	25	6	31	6	40	.	31	1
MICHIGAN	72	54	42	4	.	17	0	0
MINNESOTA	19	18	14	42	0	16	0	0
MISSISSIPPI	14	10	10	0	0	25	0	0
MISSOURI	20	14	3	4	0	21	0	0
MONTANA	4	5	1	0	0	2	0	0
NEBRASKA	31	13	13	1	0	7	0	0
NEVADA	5	1	7	0	0	0	0	0
NEW HAMPSHIRE	9	2	0	0	1	0	3	0
NEW JERSEY	18	11	19	23	5	15	0	3
NEW MEXICO	8	5	10	1	0	9	0	2
NEW YORK	116	16	140	100	95	34	23	4
NORTH CAROLINA	43	21	7	6	0	34	0	0
NORTH DAKOTA	3	2	1	1	0	2	0	0
OHIO	92	31	19	11	0	27	0	3
OKLAHOMA	22	13	9	0	0	22	0	0
OREGON	23	18	13	1	0	26	0	0
PENNSYLVANIA	40	51	22	0	20	0	22	1
PUERTO RICO	29	14	18	8	18	0	0	0
RHODE ISLAND	2	1	1	0	1	0	0	0
SOUTH CAROLINA	16	22	16	5	2	25	0	0
SOUTH DAKOTA	3	1	0	1	0	1	0	0
TENNESSEE	36	11	56	5	0	15	0	2
TEXAS	30	70	155	3	0	9	0	3
UTAH	16	5	11	33	0	3	0	0
VERMONT	4	1	0	1	1	0	4	0
VIRGINIA	29	25	16	0	1	28	1	1
WASHINGTON	44	22	21	0	0	27	0	0
WEST VIRGINIA	13	8	1	1	0	8	0	0
WISCONSIN	31	8	29	1	0	20	0	0
WYOMING	4	8	1	0	0	1	1	0
AMERICAN SAMOA	0	0	1	.	.	.	.	0
GUAM	2	0	0	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	3	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	0	0	.	.	0	0
U.S. AND OUTLYING AREAS	1,273	825	1,141	332	214	844	122	28
50 STATES, D.C. & P.R.	1,269	825	1,137	332	214	844	122	28

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

HEARING IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	29.17	13.54	8.33	1.04	0.00	44.79	2.08	1.04
ALASKA	33.33	20.00	46.67	0.00	0.00	0.00	0.00	0.00
ARIZONA	38.27	19.75	13.58	0.00	0.00	28.40	0.00	0.00
ARKANSAS	16.67	33.33	4.76	9.52	0.00	0.00	35.71	0.00
CALIFORNIA	20.18	15.71	37.14	1.79	1.43	22.32	0.18	1.25
COLORADO	38.04	5.43	19.57	6.52	0.00	30.43	0.00	0.00
CONNECTICUT	19.61	7.84	9.80	13.73	37.25	0.00	11.76	0.00
DELAWARE	0.00	88.24	0.00	11.76	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	29.94	18.64	20.90	0.56	0.00	29.94	0.00	0.00
GEORGIA	31.82	13.64	22.73	18.18	0.00	13.64	0.00	0.00
HAWAII	26.67	40.00	33.33	0.00	0.00	0.00	0.00	0.00
IDAHO	25.00	25.00	0.00	0.00	0.00	50.00	0.00	0.00
ILLINOIS	10.42	18.23	35.94	6.77	1.56	22.40	4.69	0.00
INDIANA	37.30	13.49	15.08	0.00	0.00	30.95	3.17	0.00
IOWA	33.33	23.81	2.38	2.38	.	38.10	0.00	0.00
KANSAS	32.43	18.92	21.62	27.03	0.00	0.00	0.00	0.00
KENTUCKY	30.77	23.08	3.85	0.00	0.00	42.31	.	0.00
LOUISIANA	13.16	38.60	22.81	0.00	0.00	25.44	0.00	0.00
MAINE	40.00	26.67	6.67	6.67	0.00	20.00	0.00	0.00
MARYLAND	21.95	4.88	21.95	14.63	0.00	36.59	0.00	0.00
MASSACHUSETTS	17.86	4.29	22.14	4.29	28.57	.	22.14	0.71
MICHIGAN	38.10	28.57	22.22	2.12	.	8.99	0.00	0.00
MINNESOTA	17.43	16.51	12.84	38.53	0.00	14.68	0.00	0.00
MISSISSIPPI	23.73	16.95	16.95	0.00	0.00	42.37	0.00	0.00
MISSOURI	32.26	22.58	4.84	6.45	0.00	33.87	0.00	0.00
MONTANA	33.33	41.67	8.33	0.00	0.00	16.67	0.00	0.00
NEBRASKA	47.69	20.00	20.00	1.54	0.00	10.77	0.00	0.00
NEVADA	38.46	7.69	53.85	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	60.00	13.33	0.00	0.00	6.67	0.00	20.00	0.00
NEW JERSEY	19.15	11.70	20.21	24.47	5.32	15.96	0.00	3.19
NEW MEXICO	22.86	14.29	28.57	2.86	0.00	25.71	0.00	5.71
NEW YORK	21.97	3.03	26.52	18.94	17.99	6.44	4.36	0.76
NORTH CAROLINA	38.74	18.92	6.31	5.41	0.00	30.63	0.00	0.00
NORTH DAKOTA	33.33	22.22	11.11	11.11	0.00	22.22	0.00	0.00
OHIO	50.27	16.94	10.38	6.01	0.00	14.75	0.00	1.64
OKLAHOMA	33.33	19.70	13.64	0.00	0.00	33.33	0.00	0.00
OREGON	28.40	22.22	16.05	1.23	0.00	32.10	0.00	0.00
PENNSYLVANIA	25.64	32.69	14.10	0.00	12.82	0.00	14.10	0.64
PUERTO RICO	33.33	16.09	20.69	9.20	20.69	0.00	0.00	0.00
RHODE ISLAND	40.00	20.00	20.00	0.00	20.00	0.00	0.00	0.00
SOUTH CAROLINA	18.60	25.58	18.60	5.81	2.33	29.07	0.00	0.00
SOUTH DAKOTA	50.00	16.67	0.00	16.67	0.00	16.67	0.00	0.00
TENNESSEE	28.80	8.80	44.80	4.00	0.00	12.00	0.00	1.60
TEXAS	11.11	25.93	57.41	1.11	0.00	3.33	0.00	1.11
UTAH	23.53	7.35	16.18	48.53	0.00	4.41	0.00	0.00
VERMONT	36.36	9.09	0.00	9.09	9.09	0.00	36.36	0.00
VIRGINIA	28.71	24.75	15.84	0.00	0.99	27.72	0.99	0.99
WASHINGTON	38.60	19.30	18.42	0.00	0.00	23.68	0.00	0.00
WEST VIRGINIA	41.94	25.81	3.23	3.23	0.00	25.81	0.00	0.00
WISCONSIN	34.83	8.99	32.58	1.12	0.00	22.47	0.00	0.00
WYOMING	26.67	53.33	6.67	0.00	0.00	6.67	6.67	0.00
AMERICAN SAMOA	0.00	0.00	100.00	.	.	.	.	0.00
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	.	.	0.00	0.00
U.S. AND OUTLYING AREAS	26.64	17.26	23.88	6.95	4.48	17.66	2.55	0.59
50 STATES, D.C. & P.R.	26.60	17.29	23.83	6.96	4.49	17.69	2.56	0.59

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ORTHOPEDIC IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	14	6	20	1	.	.	.	0
ALASKA	1	0	0	0	0	0	0	0
ARIZONA	10	6	82	7	3	0	0	3
ARKANSAS	2	1	0	0	0	0	0	0
CALIFORNIA	101	103	650	136	8	0	2	27
COLORADO	74	22	34	6	0	0	0	8
CONNECTICUT	3	2	1	1	0	0	0	0
DELAWARE	0	17	9	0	0	0	4	4
DISTRICT OF COLUMBIA	0	0	8	6	0	0	0	0
FLORIDA	81	67	101	10	0	0	0	0
GEORGIA	13	8	15	0	0	0	0	2
HAWAII	0	0	8	0	0	0	0	0
IDAHO	3	4	2	0	0	1	0	0
ILLINOIS	33	34	95	21	2	1	0	2
INDIANA	41	2	17	1	0	0	0	2
IOWA	32	17	14	1	.	1	0	2
KANSAS	13	5	9	1	0	0	0	0
KENTUCKY	5	13	10	.	.	.	.	1
LOUISIANA	10	29	39	0	1	2	0	4
MAINE	0	3	1	0	0	0	0	0
MARYLAND	4	5	3	0	0	0	0	0
MASSACHUSETTS	26	3	14	1	10	.	3	5
MICHIGAN	307	118	110	34	.	0	0	5
MINNESOTA	30	15	12	21	1	0	2	2
MISSISSIPPI	17	21	45	1	0	3	0	16
MISSOURI	13	7	17	3	0	0	0	2
MONTANA	0	2	0	0	0	0	0	0
NEBRASKA	19	7	9	0	0	0	1	1
NEVADA	5	2	1	1	0	0	0	0
NEW HAMPSHIRE	2	4	0	0	0	0	1	0
NEW JERSEY	13	4	6	19	8	0	0	0
NEW MEXICO	3	4	17	3	0	0	0	2
NEW YORK	38	12	32	8	9	0	2	5
NORTH CAROLINA	21	11	18	2	0	0	0	0
NORTH DAKOTA	3	2	1	0	1	0	3	0
OHIO	72	55	46	4	0	0	0	14
OKLAHOMA	13	6	4	0	0	0	0	1
OREGON	25	9	18	9	1	1	1	4
PENNSYLVANIA	6	14	39	76	17	0	4	3
PUERTO RICO	19	5	3	2	0	0	0	3
RHODE ISLAND	1	0	4	0	2	0	0	0
SOUTH CAROLINA	5	24	33	4	0	0	0	2
SOUTH DAKOTA	4	1	0	0	0	0	1	0
TENNESSEE	18	13	32	17	0	0	0	24
TEXAS	22	73	129	10	0	0	0	18
UTAH	6	2	1	3	0	0	0	2
VERMONT	9	0	0	0	0	0	0	0
VIRGINIA	9	10	20	0	0	0	0	0
WASHINGTON	16	17	17	0	0	0	0	0
WEST VIRGINIA	5	4	2	0	0	0	0	0
WISCONSIN	33	16	36	1	0	1	0	1
WYOMING	2	4	4	0	0	1	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	0	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,202	810	1,788	410	63	11	24	165
50 STATES, D.C. & P.R.	1,202	809	1,788	410	63	11	24	165

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	34.15	14.63	48.78	2.44	.	.	.	0.00
ALASKA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	9.01	5.41	73.87	6.31	2.70	0.00	0.00	2.70
ARKANSAS	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	9.83	10.03	63.29	13.24	0.78	0.00	0.19	2.63
COLORADO	51.39	15.28	23.61	4.17	0.00	0.00	0.00	5.56
CONNECTICUT	42.86	28.57	14.29	14.29	0.00	0.00	0.00	0.00
DELAWARE	0.00	50.00	26.47	0.00	0.00	0.00	11.76	11.76
DISTRICT OF COLUMBIA	0.00	0.00	57.14	42.86	0.00	0.00	0.00	0.00
FLORIDA	31.27	25.87	39.00	3.86	0.00	0.00	0.00	0.00
GEORGIA	34.21	21.05	39.47	0.00	0.00	0.00	0.00	5.26
HAWAII	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IDAHO	30.00	40.00	20.00	0.00	0.00	10.00	0.00	0.00
ILLINOIS	17.55	18.09	50.53	11.17	1.06	0.53	0.00	1.06
INDIANA	65.08	3.17	26.98	1.59	0.00	0.00	0.00	3.17
IOWA	47.76	25.37	20.90	1.49	.	1.49	0.00	2.99
KANSAS	46.43	17.86	32.14	3.57	0.00	0.00	0.00	0.00
KENTUCKY	17.24	44.83	34.48	.	.	.	.	3.45
LOUISIANA	11.76	34.12	45.88	0.00	1.18	2.35	0.00	4.71
MAINE	0.00	75.00	25.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	33.33	41.67	25.00	0.00	0.00	0.00	0.00	0.00
MASSACHUSETTS	41.94	4.84	22.58	1.61	16.13	.	4.84	8.06
MICHIGAN	53.48	20.56	19.16	5.92	.	0.00	0.00	0.87
MINNESOTA	36.14	18.07	14.46	25.30	1.20	0.00	2.41	2.41
MISSISSIPPI	16.50	20.39	43.69	0.97	0.00	2.91	0.00	15.53
MISSOURI	30.95	16.67	40.48	7.14	0.00	0.00	0.00	4.76
MONTANA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	51.35	18.92	24.32	0.00	0.00	0.00	2.70	2.70
NEVADA	55.56	22.22	11.11	11.11	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	28.57	57.14	0.00	0.00	0.00	0.00	14.29	0.00
NEW JERSEY	26.00	8.00	12.00	38.00	16.00	0.00	0.00	0.00
NEW MEXICO	10.34	13.79	58.62	10.34	0.00	0.00	0.00	6.90
NEW YORK	35.85	11.32	30.19	7.55	8.49	0.00	1.89	4.72
NORTH CAROLINA	40.38	21.15	34.62	3.85	0.00	0.00	0.00	0.00
NORTH DAKOTA	30.00	20.00	10.00	0.00	10.00	0.00	30.00	0.00
OHIO	37.70	28.80	24.08	2.09	0.00	0.00	0.00	7.33
OKLAHOMA	54.17	25.00	16.67	0.00	0.00	0.00	0.00	4.17
OREGON	36.76	13.24	26.47	13.24	1.47	1.47	1.47	5.88
PENNSYLVANIA	3.77	8.81	24.53	47.80	10.69	0.00	2.52	1.89
PUERTO RICO	59.38	15.63	9.38	6.25	0.00	0.00	0.00	9.38
RHODE ISLAND	14.29	0.00	57.14	0.00	28.57	0.00	0.00	0.00
SOUTH CAROLINA	7.35	35.29	48.53	5.88	0.00	0.00	0.00	2.94
SOUTH DAKOTA	66.67	16.67	0.00	0.00	0.00	0.00	16.67	0.00
TENNESSEE	17.31	12.50	30.77	16.35	0.00	0.00	0.00	23.08
TEXAS	8.73	28.97	51.19	3.97	0.00	0.00	0.00	7.14
UTAH	42.86	14.29	7.14	21.43	0.00	0.00	0.00	14.29
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	23.08	25.64	51.28	0.00	0.00	0.00	0.00	0.00
WASHINGTON	32.00	34.00	34.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	45.45	36.36	18.18	0.00	0.00	0.00	0.00	0.00
WISCONSIN	37.50	18.18	40.91	1.14	0.00	1.14	0.00	1.14
WYOMING	18.18	36.36	36.36	0.00	0.00	9.09	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	26.87	18.11	39.97	9.17	1.41	0.25	0.54	3.69
50 STATES, D.C. & P.R.	26.88	18.09	39.98	9.17	1.41	0.25	0.54	3.69

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

OTHER HEALTH IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	53	37	18	5	.	0	0	7
ALASKA	8	11	7	0	0	0	0	0
ARIZONA	15	15	4	0	0	0	0	2
ARKANSAS	26	53	13	0	0	0	2	2
CALIFORNIA	202	85	118	12	23	0	1	40
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	111	31	32	5	10	0	3	4
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0	0	9	2	6	0	2	0
FLORIDA	135	17	22	0	4	0	1	59
GEORGIA	64	87	52	0	0	0	1	2
HAWAII	3	3	10	0	0	0	3	1
IDAHO	24	12	8	0	0	0	0	0
ILLINOIS	30	59	36	4	6	0	0	27
INDIANA	44	10	9	0	0	0	0	0
IOWA	1	0	1	0	.	0	0	1
KANSAS	57	51	25	4	0	1	0	4
KENTUCKY	35	19	11	1	0	0	0	2
LOUISIANA	40	110	68	2	2	1	0	10
MAINE	44	32	8	0	0	0	0	0
MARYLAND	36	30	20	4	6	0	2	2
MASSACHUSETTS	15	6	10	2	7	.	8	81
MICHIGAN	0	0	0	0	.	0	0	0
MINNESOTA	78	45	10	66	1	0	0	4
MISSISSIPPI	0	0	0	0	0	0	0	0
MISSOURI	86	39	17	5	1	0	0	13
MONTANA	23	12	5	0	0	0	0	0
NEBRASKA	56	881	55	0	0	0	0	14
NEVADA	11	7	8	0	0	0	0	0
NEW HAMPSHIRE	106	12	7	0	10	0	7	0
NEW JERSEY	27	11	8	5	5	0	0	23
NEW MEXICO	14	15	23	0	0	1	0	5
NEW YORK	278	91	106	39	9	0	5	24
NORTH CAROLINA	153	92	39	2	0	0	0	1
NORTH DAKOTA	10	7	2	0	0	0	0	1
OHIO	117	15	8	5	0	0	0	142
OKLAHOMA	39	20	9	1	0	0	0	4
OREGON	89	29	22	6	2	2	0	5
PENNSYLVANIA	18	6	1	0	0	0	0	0
PUERTO RICO	18	4	8	0	16	0	0	12
RHODE ISLAND	20	9	8	.	3	0	0	19
SOUTH CAROLINA	10	57	13	0	0	0	0	1
SOUTH DAKOTA	4	2	2	1	0	0	1	1
TENNESSEE	108	77	45	1	1	0	0	163
TEXAS	123	253	388	24	0	1	0	154
UTAH	5	5	12	10	0	0	0	2
VERMONT	29	2	4	0	0	0	0	1
VIRGINIA	123	101	41	1	1	3	3	3
WASHINGTON	296	287	161	15	7	1	0	6
WEST VIRGINIA	15	15	5	0	0	0	0	0
WISCONSIN	50	33	35	1	0	0	0	3
WYOMING	20	18	12	0	0	2	1	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	2
BUR. OF INDIAN AFFAIRS	3	3	0	.	.	.	.	1
U.S. AND OUTLYING AREAS	2,873	2,816	1,535	223	120	12	40	848
50 STATES, D.C. & P.R.	2,869	2,813	1,535	223	120	12	40	845

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

OTHER HEALTH IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	44.17	30.83	15.00	4.17	.	0.00	0.00	5.83
ALASKA	30.77	42.31	26.92	0.00	0.00	0.00	0.00	0.00
ARIZONA	41.67	41.67	11.11	0.00	0.00	0.00	0.00	5.56
ARKANSAS	27.08	55.21	13.54	0.00	0.00	0.00	2.08	2.08
CALIFORNIA	42.00	17.67	24.53	2.49	4.78	0.00	0.21	8.32
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	56.63	15.82	16.33	2.55	5.10	0.00	1.53	2.04
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	47.37	10.53	31.58	0.00	10.53	0.00
FLORIDA	56.72	7.14	9.24	0.00	1.68	0.00	0.42	24.79
GEORGIA	31.07	42.23	25.24	0.00	0.00	0.00	0.49	0.97
HAWAII	15.00	15.00	50.00	0.00	0.00	0.00	15.00	5.00
IDAHO	54.55	27.27	18.18	0.00	0.00	0.00	0.00	0.00
ILLINOIS	18.52	36.42	22.22	2.47	3.70	0.00	0.00	16.67
INDIANA	69.84	15.87	14.29	0.00	0.00	0.00	0.00	0.00
IOWA	33.33	0.00	33.33	0.00	.	0.00	0.00	33.33
KANSAS	40.14	35.92	17.61	2.82	0.00	0.70	0.00	2.82
KENTUCKY	51.47	27.94	16.18	1.47	0.00	0.00	0.00	2.94
LOUISIANA	17.17	47.21	29.18	0.86	0.86	0.43	0.00	4.29
MAINE	52.38	38.10	9.52	0.00	0.00	0.00	0.00	0.00
MARYLAND	36.00	30.00	20.00	4.00	6.00	0.00	2.00	2.00
MASSACHUSETTS	11.63	4.65	7.75	1.55	5.43	.	6.20	62.79
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	38.24	22.06	4.90	32.35	0.49	0.00	0.00	1.96
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	53.42	24.22	10.56	3.11	0.62	0.00	0.00	8.07
MONTANA	57.50	30.00	12.50	0.00	0.00	0.00	0.00	0.00
NEBRASKA	5.57	87.57	5.47	0.00	0.00	0.00	0.00	1.39
NEVADA	42.31	26.92	30.77	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	74.65	8.45	4.93	0.00	7.04	0.00	4.93	0.00
NEW JERSEY	34.18	13.92	10.13	6.33	6.33	0.00	0.00	29.11
NEW MEXICO	24.14	25.86	39.66	0.00	0.00	1.72	0.00	8.62
NEW YORK	50.36	16.49	19.20	7.07	1.63	0.00	0.91	4.35
NORTH CAROLINA	53.31	32.06	13.59	0.70	0.00	0.00	0.00	0.35
NORTH DAKOTA	50.00	35.00	10.00	0.00	0.00	0.00	0.00	5.00
OHIO	40.77	5.23	2.79	1.74	0.00	0.00	0.00	49.48
OKLAHOMA	53.42	27.40	12.33	1.37	0.00	0.00	0.00	5.48
OREGON	57.42	18.71	14.19	3.87	1.29	1.29	0.00	3.23
PENNSYLVANIA	72.00	24.00	4.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	31.03	6.90	13.79	0.00	27.59	0.00	0.00	20.69
RHODE ISLAND	33.90	15.25	13.56	.	5.08	0.00	0.00	32.20
SOUTH CAROLINA	12.35	70.37	16.05	0.00	0.00	0.00	0.00	1.23
SOUTH DAKOTA	36.36	18.18	18.18	9.09	0.00	0.00	9.09	9.09
TENNESSEE	27.34	19.49	11.39	0.25	0.25	0.00	0.00	41.27
TEXAS	13.04	26.83	41.15	2.55	0.00	0.11	0.00	16.33
UTAH	14.71	14.71	35.29	29.41	0.00	0.00	0.00	5.88
VERMONT	80.56	5.56	11.11	0.00	0.00	0.00	0.00	2.78
VIRGINIA	44.57	36.59	14.86	0.36	0.36	1.09	1.09	1.09
WASHINGTON	38.29	37.13	20.83	1.94	0.91	0.13	0.00	0.78
WEST VIRGINIA	42.86	42.86	14.29	0.00	0.00	0.00	0.00	0.00
WISCONSIN	40.98	27.05	28.69	0.82	0.00	0.00	0.00	2.46
WYOMING	37.74	33.96	22.64	0.00	0.00	3.77	1.89	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
BUR. OF INDIAN AFFAIRS	42.86	42.86	0.00	.	.	.	.	14.29
U.S. AND OUTLYING AREAS	33.93	33.26	18.13	2.63	1.42	0.14	0.47	10.02
50 STATES, D.C. & P.R.	33.92	33.26	18.15	2.64	1.42	0.14	0.47	9.99

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

VISUAL IMPAIRMENTS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	9	2	1	2	.	9	.	.
ALASKA	3	1	0	0	0	0	0	0
ARIZONA	15	4	15	0	0	17	0	0
ARKANSAS	3	4	1	5	0	0	5	0
CALIFORNIA	60	64	141	10	5	28	0	3
COLORADO	16	2	4	4	0	5	0	0
CONNECTICUT	5	4	7	8	3	0	2	0
DELAWARE	1	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	1	0	1	0	0	0
FLORIDA	25	12	10	0	0	17	0	1
GEORGIA	9	7	3	13	0	0	0	1
HAWAII	0	0	2	0	0	0	0	0
IDAHO	3	0	1	0	0	0	0	0
ILLINOIS	15	12	15	4	1	18	0	0
INDIANA	23	3	6	0	0	30	0	0
IOWA	6	0	2	1	.	4	0	0
KANSAS	7	4	0	0	0	0	0	0
KENTUCKY	10	4	3	0	.	10	.	0
LOUISIANA	3	13	8	0	0	3	0	0
MAINE	3	1	1	0	0	0	0	0
MARYLAND	2	6	3	1	0	0	38	0
MASSACHUSETTS	17	5	8	1	4	.	8	0
MICHIGAN	30	10	16	5	.	2	0	0
MINNESOTA	9	0	2	4	0	10	0	0
MISSISSIPPI	3	5	7	0	0	7	0	0
MISSOURI	8	5	7	9	0	18	0	0
MONTANA	1	0	3	0	0	1	0	0
NEBRASKA	11	5	7	0	0	2	0	1
NEVADA	4	0	0	0	0	0	0	0
NEW HAMPSHIRE	6	2	0	0	0	0	1	0
NEW JERSEY	9	5	1	1	5	0	0	0
NEW MEXICO	4	3	4	0	0	3	0	0
NEW YORK	33	8	49	33	23	2	1	0
NORTH CAROLINA	9	8	3	0	0	11	0	0
NORTH DAKOTA	0	1	2	0	0	0	0	0
OHIO	41	10	5	3	0	28	0	1
OKLAHOMA	9	3	1	2	0	6	0	0
OREGON	16	3	7	0	0	10	0	0
PENNSYLVANIA	25	4	4	2	40	0	9	0
PUERTO RICO	17	4	4	3	0	0	0	1
RHODE ISLAND	2	0	2	.	0	0	2	0
SOUTH CAROLINA	10	10	2	3	0	2	0	1
SOUTH DAKOTA	3	0	0	0	0	3	0	0
TENNESSEE	28	11	9	15	0	0	0	2
TEXAS	8	36	58	4	0	38	0	3
UTAH	6	3	4	20	0	6	0	0
VERMONT	1	1	1	0	0	0	0	0
VIRGINIA	19	7	0	0	0	6	0	0
WASHINGTON	4	4	4	0	1	12	0	0
WEST VIRGINIA	3	1	2	3	0	6	0	0
WISCONSIN	6	3	5	4	0	9	0	0
WYOMING	1	2	1	0	0	0	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	0	1	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	0	.	.	.	.	.
U.S. AND OUTLYING AREAS	564	303	443	160	83	323	66	14
50 STATES, D.C. & P.R.	561	302	442	160	83	323	66	14

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

VISUAL IMPAIRMENTS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	39.13	8.70	4.35	8.70	.	39.13	.	.
ALASKA	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	29.41	7.84	29.41	0.00	0.00	33.33	0.00	0.00
ARKANSAS	16.67	22.22	5.56	27.78	0.00	0.00	27.78	0.00
CALIFORNIA	19.29	20.58	45.34	3.22	1.61	9.00	0.00	0.96
COLORADO	51.61	6.45	12.90	12.90	0.00	16.13	0.00	0.00
CONNECTICUT	17.24	13.79	24.14	27.59	10.34	0.00	6.90	0.00
DELAWARE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	50.00	0.00	50.00	0.00	0.00	0.00
FLORIDA	38.46	18.46	15.38	0.00	0.00	26.15	0.00	1.54
GEORGIA	27.27	21.21	9.09	39.39	0.00	0.00	0.00	3.03
HAWAII	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IDAHO	75.00	0.00	25.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	23.08	18.46	23.08	6.15	1.54	27.69	0.00	0.00
INDIANA	37.10	4.84	9.68	0.00	0.00	48.39	0.00	0.00
IOWA	46.15	0.00	15.38	7.69	.	30.77	0.00	0.00
KANSAS	63.64	36.36	0.00	0.00	0.00	0.00	0.00	0.00
KENTUCKY	37.04	14.81	11.11	0.00	.	37.04	.	0.00
LOUISIANA	11.11	48.15	29.63	0.00	0.00	11.11	0.00	0.00
MAINE	60.00	20.00	20.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	4.00	12.00	6.00	2.00	0.00	0.00	76.00	0.00
MASSACHUSETTS	39.53	11.63	18.60	2.33	9.30	.	18.60	0.00
MICHIGAN	47.62	15.87	25.40	7.94	.	3.17	0.00	0.00
MINNESOTA	36.00	0.00	8.00	16.00	0.00	40.00	0.00	0.00
MISSISSIPPI	13.64	22.73	31.82	0.00	0.00	31.82	0.00	0.00
MISSOURI	17.02	10.64	14.89	19.15	0.00	38.30	0.00	0.00
MONTANA	20.00	0.00	60.00	0.00	0.00	20.00	0.00	0.00
NEBRASKA	42.31	19.23	26.92	0.00	0.00	7.69	0.00	3.85
NEVADA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	66.67	22.22	0.00	0.00	0.00	0.00	11.11	0.00
NEW JERSEY	42.86	23.81	4.76	4.76	23.81	0.00	0.00	0.00
NEW MEXICO	28.57	21.43	28.57	0.00	0.00	21.43	0.00	0.00
NEW YORK	22.15	5.37	32.89	22.15	15.44	1.34	0.67	0.00
NORTH CAROLINA	29.03	25.81	9.68	0.00	0.00	35.48	0.00	0.00
NORTH DAKOTA	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
OHIO	46.59	11.36	5.68	3.41	0.00	31.82	0.00	1.14
OKLAHOMA	42.86	14.29	4.76	9.52	0.00	28.57	0.00	0.00
OREGON	44.44	8.33	19.44	0.00	0.00	27.78	0.00	0.00
PENNSYLVANIA	29.76	4.76	4.76	2.38	47.62	0.00	10.71	0.00
PUERTO RICO	58.62	13.79	13.79	10.34	0.00	0.00	0.00	3.45
RHODE ISLAND	33.33	0.00	33.33	.	0.00	0.00	33:33	0.00
SOUTH CAROLINA	35.71	35.71	7.14	10.71	0.00	7.14	0.00	3.57
SOUTH DAKOTA	50.00	0.00	0.00	0.00	0.00	50.00	0.00	0.00
TENNESSEE	43.08	15.92	13.85	23.08	0.00	0.00	0.00	3.08
TEXAS	5.44	24.49	39.46	2.72	0.00	25.85	0.00	2.04
UTAH	15.38	7.69	10.26	51.28	0.00	15.38	0.00	0.00
VERMONT	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
VIRGINIA	59.38	21.88	0.00	0.00	0.00	18.75	0.00	0.00
WASHINGTON	16.00	16.00	16.00	0.00	4.00	48.00	0.00	0.00
WEST VIRGINIA	20.00	6.67	13.33	20.00	0.00	40.00	0.00	0.00
WISCONSIN	22.22	11.11	18.52	14.81	0.00	33.33	0.00	0.00
WYOMING	25.00	50.00	25.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	.	.	.	.	.
U.S. AND OUTLYING AREAS	28.83	15.49	22.65	8.18	4.24	16.51	3.37	0.72
50 STATES, D.C. & P.R.	28.75	15.48	22.66	8.20	4.25	16.56	3.38	0.72

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

AUTISM

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	3	5	6	8	9	.	0	1
ALASKA	2	1	2	0	0	0	0	0
ARIZONA	5	2	29	5	12	0	0	0
ARKANSAS	0	1	9	0	2	0	0	0
CALIFORNIA	17	24	234	55	89	0	4	3
COLORADO	0	1	9	0	0	0	0	1
CONNECTICUT	0	2	12	10	7	2	3	0
DELAWARE	0	5	0	11	0	0	0	0
DISTRICT OF COLUMBIA	0	0	5	0	5	0	1	0
FLORIDA	53	4	53	27	1	0	0	0
GEORGIA	3	1	44	1	0	0	0	0
HAWAII	0	1	6	0	0	0	0	1
IDAHO	3	2	11	0	1	0	0	0
ILLINOIS	2	4	52	27	49	0	8	0
INDIANA	11	7	58	12	0	1	3	2
IOWA	3	5	19	6	.	0	0	0
KANSAS	0	1	11	0	0	0	0	0
KENTUCKY	2	2	11	2	.	.	.	1
LOUISIANA	6	5	59	3	0	3	0	2
MAINE	1	2	6	0	1	0	3	0
MARYLAND	0	1	18	21	11	0	12	0
MASSACHUSETTS	1	0	21	7	20	.	50	1
MICHIGAN	63	18	81	132	.	0	0	0
MINNESOTA	5	7	28	23	1	0	1	0
MISSISSIPPI	0	2	14	2	0	2	0	0
MISSOURI	8	11	24	17	6	0	0	0
MONTANA	1	1	2	0	0	0	0	0
NEBRASKA	4	3	16	2	0	1	0	0
NEVADA	1	0	5	0	0	0	0	0
NEW HAMPSHIRE	7	1	0	0	1	0	0	0
NEW JERSEY	1	2	6	38	52	1	4	1
NEW MEXICO	3	0	12	0	1	0	0	1
NEW YORK	16	16	137	63	34	1	38	1
NORTH CAROLINA	6	7	98	29	0	2	0	0
NORTH DAKOTA	1	3	4	0	3	0	2	0
OHIO	9	30	3	2	0	0	0	1
OKLAHOMA	1	3	7	1	0	0	0	2
OREGON	31	16	48	11	3	0	2	1
PENNSYLVANIA	1	9	47	34	9	0	3	1
PUERTO RICO	2	0	31	16	4	0	0	7
RHODE ISLAND	0	0	1	.	3	0	4	0
SOUTH CAROLINA	0	4	35	2	0	0	0	0
SOUTH DAKOTA	1	2	4	1	1	2	1	1
TENNESSEE	1	5	35	7	3	0	0	2
TEXAS	5	26	184	37	4	3	4	4
UTAH	2	2	7	17	0	2	0	0
VERMONT	1	2	1	0	1	0	0	0
VIRGINIA	1	5	63	16	5	3	12	1
WASHINGTON	4	3	22	2	0	0	0	0
WEST VIRGINIA	2	4	10	0	0	0	0	0
WISCONSIN	4	9	49	2	0	0	0	0
WYOMING	0	0	2	0	0	14	1	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	1
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	1	.	.	.	.
U.S. AND OUTLYING AREAS	293	267	1,651	650	338	37	156	36
50 STATES, D.C. & P.R.	293	267	1,651	649	338	37	156	35

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

AUTISM

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	9.38	15.63	18.75	25.00	28.13	.	0.00	3.13
ALASKA	40.00	20.00	40.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	9.43	3.77	54.72	9.43	22.64	0.00	0.00	0.00
ARKANSAS	0.00	8.33	75.00	0.00	16.67	0.00	0.00	0.00
CALIFORNIA	3.99	5.63	54.93	12.91	20.89	0.00	0.94	0.70
COLORADO	0.00	9.09	81.82	0.00	0.00	0.00	0.00	9.09
CONNECTICUT	0.00	5.56	33.33	27.78	19.44	5.56	8.33	0.00
DELAWARE	0.00	31.25	0.00	68.75	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	45.45	0.00	45.45	0.00	9.09	0.00
FLORIDA	38.41	2.90	38.41	19.57	0.72	0.00	0.00	0.00
GEORGIA	6.12	2.04	89.80	2.04	0.00	0.00	0.00	0.00
HAWAII	0.00	12.50	75.00	0.00	0.00	0.00	0.00	12.50
IDAHO	17.65	11.76	64.71	0.00	5.88	0.00	0.00	0.00
ILLINOIS	1.41	2.82	36.62	19.01	34.51	0.00	5.63	0.00
INDIANA	11.70	7.45	61.70	12.77	0.00	1.06	3.19	2.13
IOWA	9.09	15.15	57.58	18.18	.	0.00	0.00	0.00
KANSAS	0.00	8.33	91.67	0.00	0.00	0.00	0.00	0.00
KENTUCKY	11.11	11.11	61.11	11.11	.	.	.	5.56
LOUISIANA	7.69	6.41	75.64	3.85	0.00	3.85	0.00	2.56
MAINE	7.69	15.38	46.15	0.00	7.69	0.00	23.08	0.00
MARYLAND	0.00	1.59	28.57	33.33	17.46	0.00	19.05	0.00
MASSACHUSETTS	1.00	0.00	21.00	7.00	20.00	.	50.00	1.00
MICHIGAN	21.43	6.12	27.55	44.90	.	0.00	0.00	0.00
MINNESOTA	7.69	10.77	43.08	35.38	1.54	0.00	1.54	0.00
MISSISSIPPI	0.00	10.00	70.00	10.00	0.00	10.00	0.00	0.00
MISSOURI	12.12	16.67	36.36	25.76	9.09	0.00	0.00	0.00
MONTANA	25.00	25.00	50.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	15.38	11.54	61.54	7.69	0.00	3.85	0.00	0.00
NEVADA	16.67	0.00	83.33	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	77.78	11.11	0.00	0.00	11.11	0.00	0.00	0.00
NEW JERSEY	0.95	1.90	5.71	36.19	49.52	0.95	3.81	0.95
NEW MEXICO	17.65	0.00	70.59	0.00	5.88	0.00	0.00	5.88
NEW YORK	5.23	5.23	44.77	20.59	11.11	0.33	12.42	0.33
NORTH CAROLINA	4.23	4.93	69.01	20.42	0.00	1.41	0.00	0.00
NORTH DAKOTA	7.69	23.08	30.77	0.00	23.08	0.00	15.38	0.00
OHIO	20.00	66.67	6.67	4.44	0.00	0.00	0.00	2.22
OKLAHOMA	7.14	21.43	50.00	7.14	0.00	0.00	0.00	14.29
OREGON	27.68	14.29	42.86	9.82	2.68	0.00	1.79	0.89
PENNSYLVANIA	0.96	8.65	45.19	32.69	8.65	0.00	2.88	0.96
PUERTO RICO	3.33	0.00	51.67	26.67	6.67	0.00	0.00	11.67
RHODE ISLAND	0.00	0.00	12.50	.	37.50	0.00	50.00	0.00
SOUTH CAROLINA	0.00	9.76	85.37	4.88	0.00	0.00	0.00	0.00
SOUTH DAKOTA	7.69	15.38	30.77	7.69	7.69	15.38	7.69	7.69
TENNESSEE	1.89	9.43	66.04	13.21	5.66	0.00	0.00	3.77
TEXAS	1.87	9.74	68.91	13.86	1.50	1.12	1.50	1.50
UTAH	6.67	6.67	23.33	56.67	0.00	6.67	0.00	0.00
VERMONT	20.00	40.00	20.00	0.00	20.00	0.00	0.00	0.00
VIRGINIA	0.94	4.72	59.43	15.09	4.72	2.83	11.32	0.94
WASHINGTON	12.90	9.68	70.97	6.45	0.00	0.00	0.00	0.00
WEST VIRGINIA	12.50	25.00	62.50	0.00	0.00	0.00	0.00	0.00
WISCONSIN	6.25	14.06	76.56	3.13	0.00	0.00	0.00	0.00
WYOMING	0.00	0.00	11.76	0.00	0.00	82.35	5.88	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	8.55	7.79	48.16	18.96	9.86	1.08	4.55	1.05
50 STATES, D.C. & P.R.	8.55	7.79	48.19	18.94	9.87	1.08	4.55	1.02

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

DEAF-BLINDNESS

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	0	0	1	0	.	0	.	.
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	17	0	8
ARKANSAS	0	0	0	0	0	0	0	0
CALIFORNIA	2	3	17	1	2	0	1	0
COLORADO	1	0	3	4	0	2	0	0
CONNECTICUT	0	0	0	0	1	0	3	0
DELAWARE	0	5	2	1	0	0	0	0
DISTRICT OF COLUMBIA	0	0	2	2	0	0	0	0
FLORIDA	2	0	0	0	1	1	0	0
GEORGIA	0	0	1	2	0	0	1	0
HAWAII	1	3	1	10	0	0	0	0
IDAHO	2	0	0	0	0	5	0	0
ILLINOIS	1	1	2	0	0	3	0	0
INDIANA	0	0	3	0	0	1	0	0
IOWA	0	0	3	2	.	0	0	0
KANSAS	1	0	0	0	0	0	0	0
KENTUCKY	0	1	1	.	.	.	.	.
LOUISIANA	0	0	0	0	0	3	0	0
MAINE	0	0	0	0	0	0	0	0
MARYLAND	0	0	0	0	0	0	4	0
MASSACHUSETTS	0	0	1	1	2	.	5	0
MICHIGAN	0	0	0	0	.	0	0	0
MINNESOTA	0	0	0	0	0	3	0	0
MISSISSIPPI	1	0	2	0	0	1	0	0
MISSOURI	1	1	3	2	0	0	0	0
MONTANA	2	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	1	0
NEW JERSEY	0	0	0	2	1	3	0	1
NEW MEXICO	0	0	0	0	0	0	0	0
NEW YORK	0	0	0	1	0	0	1	0
NORTH CAROLINA	0	0	1	0	1	0	0	0
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	1	0	0	1	0	0	0	0
OKLAHOMA	1	2	1	0	0	0	0	0
OREGON	0	1	1	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	0	1	2	11	0	0	0	0
RHODE ISLAND	0	0	0	.	0	0	1	0
SOUTH CAROLINA	0	0	3	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	0	0	1	1	0	0	0	0
TEXAS	0	3	8	0	0	10	0	0
UTAH	0	0	3	19	0	4	0	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	0	1	4	0	0	0	0	0
WEST VIRGINIA	0	0	0	1	0	3	0	0
WISCONSIN	0	0	1	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	.	.	.	.	.
U.S. AND OUTLYING AREAS	16	22	67	61	8	56	17	9
50 STATES, D.C. & P.R.	16	22	67	61	8	56	17	9

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

DEAF-BLINDNESS

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	0.00	0.00	100.00	0.00	.	0.00	.	.
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	0.00	0.00	0.00	0.00	0.00	68.00	0.00	32.00
ARKANSAS	.	.	.	.	.	.	.	.
CALIFORNIA	7.69	11.54	65.38	3.85	7.69	0.00	3.85	0.00
COLORADO	10.00	0.00	30.00	40.00	0.00	20.00	0.00	0.00
CONNECTICUT	0.00	0.00	0.00	0.00	25.00	0.00	75.00	0.00
DELAWARE	0.00	62.50	25.00	12.50	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
FLORIDA	50.00	0.00	0.00	0.00	25.00	25.00	0.00	0.00
GEORGIA	0.00	0.00	25.00	50.00	0.00	0.00	25.00	0.00
HAWAII	6.67	20.00	6.67	66.67	0.00	0.00	0.00	0.00
IDAHO	28.57	0.00	0.00	0.00	0.00	71.43	0.00	0.00
ILLINOIS	14.29	14.29	28.57	0.00	0.00	42.86	0.00	0.00
INDIANA	0.00	0.00	75.00	0.00	0.00	25.00	0.00	0.00
IOWA	0.00	0.00	60.00	40.00	.	0.00	0.00	0.00
KANSAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
KENTUCKY	0.00	50.00	50.00	.	.	.	.	.
LOUISIANA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MAINE	.	.	.	.	.	.	.	.
MARYLAND	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
MASSACHUSETTS	0.00	0.00	11.11	11.11	22.22	.	55.56	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MISSISSIPPI	25.00	0.00	50.00	0.00	0.00	25.00	0.00	0.00
MISSOURI	14.29	14.29	42.86	28.57	0.00	0.00	0.00	0.00
MONTANA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
NEW JERSEY	0.00	0.00	0.00	28.57	14.29	42.86	0.00	14.29
NEW MEXICO	.	.	.	.	.	.	.	.
NEW YORK	0.00	0.00	0.00	50.00	0.00	0.00	50.00	0.00
NORTH CAROLINA	0.00	0.00	50.00	0.00	50.00	0.00	0.00	0.00
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	50.00	0.00	0.00	50.00	0.00	0.00	0.00	0.00
OKLAHOMA	25.00	50.00	25.00	0.00	0.00	0.00	0.00	0.00
OREGON	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	0.00	7.14	14.29	78.57	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	0.00	0.00	.	0.00	0.00	100.00	0.00
SOUTH CAROLINA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
TEXAS	0.00	14.29	38.10	0.00	0.00	47.62	0.00	0.00
UTAH	0.00	0.00	11.54	73.08	0.00	15.38	0.00	0.00
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	.	.	.	.	.	.	.	.
WASHINGTON	0.00	20.00	80.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	25.00	0.00	75.00	0.00	0.00
WISCONSIN	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	6.25	8.59	26.17	23.83	3.13	21.88	6.64	3.52
50 STATES, D.C. & P.R.	6.25	8.59	26.17	23.83	3.13	21.88	6.64	3.52

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

TRAUMATIC BRAIN INJURY

	NUMBER							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	6	10	4	0	.	0	0	1
ALASKA	2	2	0	0	0	0	0	0
ARIZONA	5	0	1	0	0	0	0	0
ARKANSAS	1	1	4	0	1	0	1	1
CALIFORNIA	21	34	56	3	2	0	0	6
COLORADO	9	6	11	2	0	0	1	3
CONNECTICUT	2	2	3	2	1	0	0	1
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	16	15	4	1	0	1	0	0
GEORGIA	3	5	11	1	0	0	0	0
HAWAII	0	0	4	0	0	0	0	2
IDAHO	4	2	4	0	0	0	0	0
ILLINOIS	7	13	20	6	2	1	0	2
INDIANA	16	7	18	1	0	0	5	4
IOWA	4	6	3	0	.	0	0	2
KANSAS	3	4	4	1	0	0	1	0
KENTUCKY	5	5	8	0	0	.	.	1
LOUISIANA	6	7	9	0	0	1	0	1
MAINE	5	2	8	0	0	0	0	0
MARYLAND	3	3	7	2	2	0	0	3
MASSACHUSETTS	2	1	7	4	7	.	8	3
MICHIGAN	.	0	0	0	.	0	0	0
MINNESOTA	5	5	6	11	1	0	0	0
MISSISSIPPI	1	1	5	0	0	0	1	4
MISSOURI	10	7	7	2	1	0	0	2
MONTANA	8	2	0	0	0	0	0	0
NEBRASKA	7	6	11	1	1	0	2	2
NEVADA	1	4	1	1	0	0	0	0
NEW HAMPSHIRE	7	0	0	0	0	0	0	0
NEW JERSEY	2	3	1	1	1	1	1	1
NEW MEXICO	5	2	13	0	0	3	0	2
NEW YORK	34	16	42	16	3	1	5	6
NORTH CAROLINA	6	7	9	1	0	0	0	0
NORTH DAKOTA	4	0	0	0	0	0	0	1
OHIO	31	11	4	1	0	0	0	5
OKLAHOMA	9	9	7	0	0	0	0	2
OREGON	19	7	8	3	0	0	0	1
PENNSYLVANIA	9	12	29	2	120	0	10	1
PUERTO RICO	1	1	0	1	2	0	0	0
RHODE ISLAND	1	1	1	.	2	0	0	0
SOUTH CAROLINA	0	5	1	0	0	0	0	1
SOUTH DAKOTA	3	2	0	0	0	1	0	0
TENNESSEE	9	7	13	0	0	0	0	7
TEXAS	0	15	49	2	0	0	0	4
UTAH	9	4	16	6	0	0	0	1
VERMONT	7	0	1	0	0	1	1	0
VIRGINIA	4	15	13	0	0	1	3	2
WASHINGTON	17	8	10	1	1	0	0	0
WEST VIRGINIA	13	4	3	0	0	0	0	3
WISCONSIN	7	8	17	3	0	0	0	0
WYOMING	1	4	4	0	0	2	0	1
AMERICAN SAMOA	0	0	0	.	.	.	.	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	0	.	.	.	0	.
U.S. AND OUTLYING AREAS	351	291	457	75	147	13	39	76
50 STATES, D.C. & P.R.	350	291	457	75	147	13	39	76

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1998-99 School Year

TRAUMATIC BRAIN INJURY

	PERCENTAGE							
	OUTSIDE REGULAR CLASS			PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
STATE	< 21%	21-60%	> 60%					
ALABAMA	28.57	47.62	19.05	0.00	.	0.00	0.00	4.76
ALASKA	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	83.33	0.00	16.67	0.00	0.00	0.00	0.00	0.00
ARKANSAS	11.11	11.11	44.44	0.00	11.11	0.00	11.11	11.11
CALIFORNIA	17.21	27.87	45.90	2.46	1.64	0.00	0.00	4.92
COLORADO	28.13	18.75	34.38	6.25	0.00	0.00	3.13	9.38
CONNECTICUT	18.18	18.18	27.27	18.18	9.09	0.00	0.00	9.09
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	43.24	40.54	10.81	2.70	0.00	2.70	0.00	0.00
GEORGIA	15.00	25.00	55.00	5.00	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	66.67	0.00	0.00	0.00	0.00	33.33
IDAHO	40.00	20.00	40.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	13.73	25.49	39.22	11.76	3.92	1.96	0.00	3.92
INDIANA	31.37	13.73	35.29	1.96	0.00	0.00	9.80	7.84
IOWA	26.67	40.00	20.00	0.00	.	0.00	0.00	13.33
KANSAS	23.08	30.77	30.77	7.69	0.00	0.00	7.69	0.00
KENTUCKY	26.32	26.32	42.11	0.00	0.00	.	.	5.26
LOUISIANA	25.00	29.17	37.50	0.00	0.00	4.17	0.00	4.17
MAINE	33.33	13.33	53.33	0.00	0.00	0.00	0.00	0.00
MARYLAND	15.00	15.00	35.00	10.00	10.00	0.00	0.00	15.00
MASSACHUSETTS	6.25	3.13	21.88	12.50	21.88	.	25.00	9.38
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	17.86	17.86	21.43	39.29	3.57	0.00	0.00	0.00
MISSISSIPPI	8.33	8.33	41.67	0.00	0.00	0.00	8.33	33.33
MISSOURI	34.48	24.14	24.14	6.90	3.45	0.00	0.00	6.90
MONTANA	80.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	23.33	20.00	36.67	3.33	3.33	0.00	6.67	6.67
NEVADA	14.29	57.14	14.29	14.29	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	18.18	27.27	9.09	9.09	9.09	9.09	9.09	9.09
NEW MEXICO	20.00	8.00	52.00	0.00	0.00	12.00	0.00	8.00
NEW YORK	27.64	13.01	34.15	13.01	2.44	0.81	4.07	4.88
NORTH CAROLINA	26.09	30.43	39.13	4.35	0.00	0.00	0.00	0.00
NORTH DAKOTA	80.00	0.00	0.00	0.00	0.00	0.00	0.00	20.00
OHIO	59.62	21.15	7.69	1.92	0.00	0.00	0.00	9.62
OKLAHOMA	33.33	33.33	25.93	0.00	0.00	0.00	0.00	7.41
OREGON	50.00	18.42	21.05	7.89	0.00	0.00	0.00	2.63
PENNSYLVANIA	4.92	6.56	15.85	1.09	65.57	0.00	5.46	0.55
PUERTO RICO	20.00	20.00	0.00	20.00	40.00	0.00	0.00	0.00
RHODE ISLAND	20.00	20.00	20.00	.	40.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	71.43	14.29	0.00	0.00	0.00	0.00	14.29
SOUTH DAKOTA	50.00	33.33	0.00	0.00	0.00	16.67	0.00	0.00
TENNESSEE	25.00	19.44	36.11	0.00	0.00	0.00	0.00	19.44
TEXAS	0.00	21.43	70.00	2.86	0.00	0.00	0.00	5.71
UTAH	25.00	11.11	44.44	16.67	0.00	0.00	0.00	2.78
VERMONT	70.00	0.00	10.00	0.00	0.00	10.00	10.00	0.00
VIRGINIA	10.53	39.47	34.21	0.00	0.00	2.63	7.89	5.26
WASHINGTON	45.95	21.62	27.03	2.70	2.70	0.00	0.00	0.00
WEST VIRGINIA	56.52	17.39	13.04	0.00	0.00	0.00	0.00	13.04
WISCONSIN	20.00	22.86	48.57	8.57	0.00	0.00	0.00	0.00
WYOMING	8.33	33.33	33.33	0.00	0.00	16.67	0.00	8.33
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	.	.	.	0.00	.
U.S. AND OUTLYING AREAS	24.22	20.08	31.54	5.18	10.14	0.90	2.69	5.24
50 STATES, D.C. & P.R.	24.17	20.10	31.56	5.18	10.15	0.90	2.69	5.25

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 3-21 Served in Correctional Facilities and Parent-Initiated Private Schools Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES

STATE	NUMBER CORRECTIONAL FACILITY	 PRIVATE SCHOOLS NOT PLACED
ALABAMA	37	174
ALASKA	62	8
ARIZONA	226	387
ARKANSAS	26	81
CALIFORNIA	2,762	948
COLORADO	214	0
CONNECTICUT	376	1,115
DELAWARE	64	.
DISTRICT OF COLUMBIA	21	54
FLORIDA	2,032	.
GEORGIA	530	966
HAWAII	52	123
IDAHO	64	76
ILLINOIS	1,193	3,007
INDIANA	435	4,317
IOWA	282	968
KANSAS	209	874
KENTUCKY	316	493
LOUISIANA	404	1,900
MAINE	.	.
MARYLAND	411	165
MASSACHUSETTS	194	.
MICHIGAN	357	2,727
MINNESOTA	67	1,710
MISSISSIPPI	0	404
MISSOURI	740	1,083
MONTANA	25	16
NEBRASKA	44	800
NEVADA	87	59
NEW HAMPSHIRE	54	586
NEW JERSEY	903	12,210
NEW MEXICO	311	153
NEW YORK	415	12,883
NORTH CAROLINA	506	.
NORTH DAKOTA	11	337
OHIO	807	9,596
OKLAHOMA	99	75
OREGON	347	.
PENNSYLVANIA	762	463
PUERTO RICO	27	810
RHODE ISLAND	119	558
SOUTH CAROLINA	30	18
SOUTH DAKOTA	98	169
TENNESSEE	584	745
TEXAS	1,599	4,271
UTAH	121	6
VERMONT	18	56
VIRGINIA	503	621
WASHINGTON	446	737
WEST VIRGINIA	93	464
WISCONSIN	420	1,061
WYOMING	31	0
AMERICAN SAMOA	2	8
GUAM	4	14
NORTHERN MARIANAS	0	0
PALAU	109	121
VIRGIN ISLANDS	7	0
BUR. OF INDIAN AFFAIRS	5	.
U.S. AND OUTLYING AREAS	19,661	68,417
50 STATES, D.C. & P.R.	19,534	68,274

Please see data notes for an explanation of individual State differences.
The number of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB7

Number of Children Served in Different Educational Environments Under IDEA, Part B by Age Group, During School Years 1989-90 Through 1998-99

AGE GROUP 3-5

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	159,554	42,630	98,879	25,954	20,198	1,059	443	7,635	356,352
1990-91	163,723	47,946	99,233	30,020	18,897	969	348	7,252	368,388
1991-92	173,364	41,436	108.507	17,984	26,251	931	250	4,394	373,117
1992-93	220.018	56,599	141,566	22,199	13,222	1,541	313	7,270	462,728
1993-94	237,470	44,175	151,088	22,453	20,529	983	555	9,045	486,298
1994-95	243,226	44,657	152,000	19,539	7,070	633	245	12,474	479,844
1995-96	268,130	48,307	162,814	23,551	6,633	729	199	11,803	522,166
1996-97	262,967	46,343	166,911	20,647	8,464	700	173	10,207	516,412
1997-98	276,839	44,605	164,512	20,257	7,495	833	333	12,196	527,070
1998-99	.	.	.	.	.	.	.	.	516,182

AGE GROUP 6-11

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	937,329	748,115	463,525	45,186	24,156	6,144	2,626	6,303	2,233,384
1990-91	992,884	727,000	497,003	42,739	24,773	5,402	2,545	7,370	2,299,716
1991-92	1,075,455	726,035	463,267	37,018	27,467	5,872	2,098	5,141	2,342,353
1992-93	1,164,427	617,476	477,765	37,856	25,419	7,159	2,269	7,194	2,339,565
1993-94	1,313,089	608,776	472,899	33,112	14,456	4,416	2,295	6,429	2,455,472
1994-95	1,364,545	610,920	475,664	31,959	15,000	4,057	2,161	6,226	2,510,532
1995-96	1,424,309	624,095	476,965	34,413	15,539	4,113	2,321	6,308	2,588,063
1996-97	1,475,558	635,773	478,178	32,696	15,977	3,793	2,287	6,151	2,650,413
1997-98	1,521,013	660,323	467,839	29,904	16,614	4,055	2,617	6,974	2,709,339
1998-99	1,582,284	653,631	468,935	30,745	18,089	3,746	2,566	5,960	2,765,956

AGE GROUP 12-17

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	360,143	769,427	517,752	64,885	26,183	15,695	7,355	15,950	1,777,390
1990-91	400,416	783,562	526,763	59,118	27,034	14,701	7,259	14,038	1,832,891
1991-92	445,691	821,318	517,011	54,895	29,264	16,786	7,317	13,815	1,906,097
1992-93	609,919	759,618	530,137	54,342	25,825	15,179	7,655	14,517	2,017,192
1993-94	687,004	725,572	534,931	51,246	25,446	13,663	8,030	17,304	2,063,196
1994-95	745,534	731,410	548,839	50,958	27,919	14,249	8,219	18,621	2,145,749
1995-96	793,334	755,901	541,261	54,924	28,719	13,219	8,687	18,379	2,214,424
1996-97	839,216	782,239	562,917	55,888	29,759	13,391	9,455	18,708	2,311,573
1997-98	893,375	827,800	551,955	52,423	32,309	13,903	11,293	18,396	2,401,454
1998-99	959,917	845,877	563,088	54,072	33,585	14,084	11,252	16,861	2,498,736

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

For the 1998-99 data collection, the form was revised to add separate categories for reporting the educational placements of preschool children.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB7

Number of Children Served in Different Educational Environments Under IDEA, Part B by Age Group, During School Years 1989-90 Through 1998-99

AGE GROUP 18-21

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	37,910	75,558	76,416	25,732	6,313	6,181	2,183	3,007	233,300
1990-91	39,319	80,278	71,013	23,916	6,515	4,621	2,250	2,993	230,905
1991-92	42,253	78,389	72,834	20,205	6,311	5,569	2,118	2,317	229,996
1992-93	56,802	79,024	70,399	20,034	5,867	4,522	1,828	3,088	241,564
1993-94	63,393	67,002	73,394	18,740	5,801	5,061	1,755	3,167	238,313
1994-95	66,360	64,310	73,181	16,994	5,864	4,019	2,445	3,266	236,439
1995-96	68,862	65,970	70,860	18,897	6,213	3,921	1,848	3,241	239,812
1996-97	73,152	69,068	75,124	18,725	6,276	3,787	1,881	3,292	251,305
1997-98	79,821	72,164	76,570	17,058	7,070	3,504	2,121	3,915	262,223
1998-99	86,121	76,480	79,880	17,944	6,792	3,681	2,123	3,497	276,518

AGE GROUP 6-21

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	1,335,382	1,593,100	1,057,693	135,803	56,652	28,020	12,164	25,260	4,244,074
1990-91	1,432,619	1,590,840	1,094,779	125,773	58,322	24,724	12,054	24,401	4,363,512
1991-92	1,563,399	1,625,742	1,053,112	112,118	63,042	28,227	11,533	21,273	4,478,446
1992-93	1,831,148	1,456,118	1,078,301	112,232	57,111	26,860	11,752	24,799	4,598,321
1993-94	2,063,486	1,401,350	1,081,224	103,098	45,703	23,140	12,080	26,900	4,756,981
1994-95	2,176,439	1,406,640	1,097,684	99,911	48,783	22,325	12,825	28,113	4,892,720
1995-96	2,286,505	1,445,966	1,089,086	108,234	50,471	21,253	12,856	27,928	5,042,299
1996-97	2,387,926	1,487,080	1,116,219	107,309	52,012	20,971	13,623	28,151	5,213,291
1997-98	2,494,209	1,560,287	1,096,364	99,385	55,993	21,462	16,031	29,285	5,373,016
1998-99	2,628,322	1,575,988	1,111,903	102,761	58,466	21,511	15,941	26,318	5,541,210

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

For the 1998-99 data collection, the form was revised to add separate categories for reporting the educational placements of preschool children.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During School Years 1989-90 Through 1998-99

SPECIFIC LEARNING DISABILITIES

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	423,425	1,148,624	443,840	17,963	8,622	1,578	898	2,220	2,047,170
1990-91	483,392	1,151,746	480,313	13,232	9,351	1,478	1,380	4,939	2,145,831
1991-92	560,661	1,231,560	455,645	13,165	7,839	1,929	939	2,183	2,273,921
1992-93	821,344	1,035,787	473,008	10,462	8,026	2,751	909	5,552	2,357,839
1993-94	957,770	1,000,140	457,622	7,625	6,268	1,994	1,023	3,757	2,436,199
1994-95	1,032,624	996,417	461,828	8,401	7,066	2,082	1,193	4,092	2,513,703
1995-96	1,096,646	1,018,455	448,986	9,284	7,509	1,858	1,354	4,417	2,588,509
1996-97	1,145,947	1,034,277	453,261	9,272	7,448	2,069	1,303	4,679	2,658,256
1997-98	1,201,011	1,076,291	437,935	9,077	8,056	2,451	1,586	4,845	2,741,252
1998-99	1,269,777	1,081,798	436,094	9,349	8,769	2,437	1,688	4,786	2,814,698

SPEECH OR LANGUAGE IMPAIRMENTS

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	756,832	174,009	37,563	2,855	11,656	811	293	770	984,789
1990-91	776,247	136,779	55,549	3,223	10,097	246	411	1,480	984,032
1991-92	845,601	90,278	38,456	1,907	11,900	344	291	458	989,235
1992-93	811,166	106,402	59,315	2,272	11,246	477	130	1,256	992,264
1993-94	877,007	76,160	45,228	1,590	1,232	166	167	471	1,002,021
1994-95	879,681	78,125	45,892	1,936	1,327	170	145	643	1,007,919
1995-96	892,251	65,770	45,364	1,792	1,381	129	158	761	1,007,606
1996-97	927,553	68,829	46,146	1,875	1,422	145	186	726	1,046,882
1997-98	932,767	77,785	47,187	2,037	1,328	242	230	1,102	1,062,678
1998-99	954,619	71,623	48,143	1,647	1,523	166	268	724	1,078,713

MENTAL RETARDATION

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	37,942	112,997	343,454	51,200	6,581	5,621	2,271	2,124	562,190
1990-91	40,943	126,876	321,823	48,252	6,079	3,855	2,168	2,387	552,383
1991-92	26,731	134,235	312,403	40,650	5,928	4,692	1,414	1,653	527,706
1992-93	37,466	141,028	298,957	35,871	5,799	3,119	1,375	2,770	526,385
1993-94	47,317	144,298	314,669	32,454	6,014	2,642	1,242	3,028	551,664
1994-95	55,118	154,354	317,803	29,861	5,809	2,137	1,363	2,706	569,151
1995-96	60,189	167,587	318,121	29,527	5,514	2,086	1,254	2,817	587,095
1996-97	62,300	168,457	320,440	28,957	5,334	1,813	1,230	2,932	591,463
1997-98	75,172	177,136	309,384	25,483	5,638	1,985	1,452	2,639	598,889
1998-99	83,638	177,777	310,406	25,156	5,493	1,598	1,387	2,383	607,838

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During School Years 1989-90 Through 1998-99

EMOTIONAL DISTURBANCE

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	56,366	107,910	141,704	32,075	19,657	8,330	5,920	7,654	379,616
1990-91	65,462	113,588	139,303	29,914	22,103	7,709	5,966	5,664	389,709
1991-92	61,854	108,437	144,024	30,299	24,100	9,423	6,019	6,034	390,190
1992-93	77,415	105,186	138,735	33,440	20,728	7,186	6,576	5,039	394,305
1993-94	81,975	103,321	141,519	33,189	20,628	5,974	6,669	7,326	400,601
1994-95	93,335	101,866	149,076	35,022	22,608	7,111	6,907	7,687	423,612
1995-96	102,308	103,072	149,478	37,053	23,434	6,522	6,792	7,113	435,772
1996-97	99,929	103,105	156,544	35,638	24,148	7,038	7,593	6,600	440,595
1997-98	112,323	104,996	150,628	33,398	25,448	7,350	9,023	7,062	450,228
1998-99	117,631	106,170	152,925	34,622	26,671	7,959	8,590	6,286	460,854

MULTIPLE DISABILITIES

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	5,141	12,355	37,891	19,552	5,993	2,155	1,248	2,312	86,647
1990-91	6,195	16,085	39,999	19,521	6,329	2,261	1,013	1,973	93,376
1991-92	5,764	16,778	43,735	14,823	6,153	2,242	1,241	2,077	92,813
1992-93	7,801	19,664	45,994	18,483	5,922	2,215	1,332	1,822	103,233
1993-94	9,873	21,553	48,034	18,004	5,809	2,083	1,415	2,187	108,958
1994-95	8,116	10,751	46,314	13,727	5,967	1,844	1,344	2,237	90,300
1995-96	9,268	14,428	43,465	18,610	6,250	1,449	1,443	2,220	97,133
1996-97	9,955	17,254	46,188	18,392	6,550	1,421	1,473	2,550	103,783
1997-98	11,082	19,090	49,795	16,836	7,813	1,569	1,588	2,729	110,502
1998-99	11,672	18,433	49,753	18,025	7,452	1,375	1,807	2,509	111,026

HEARING IMPAIRMENTS

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	15,146	10,170	17,782	3,908	2,028	6,423	479	117	56,053
1990-91	16,157	11,844	19,693	3,504	1,988	6,261	383	315	60,145
1991-92	16,469	12,477	19,017	3,512	2,327	6,548	474	80	60,904
1992-93	18,276	12,227	17,435	3,448	1,674	8,146	542	234	61,982
1993-94	20,266	13,230	20,295	2,701	1,963	7,030	531	147	66,163
1994-95	22,539	12,443	18,381	2,447	1,850	5,894	652	133	64,339
1995-96	24,034	12,532	17,778	2,818	1,791	6,648	663	175	66,439
1996-97	25,607	12,523	18,142	3,372	1,883	6,046	586	124	68,283
1997-98	26,697	13,102	17,445	3,168	1,888	5,746	585	161	68,792
1998-99	27,893	13,177	17,835	3,192	1,820	5,737	592	145	70,391

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During School Years 1989-90 Through 1998-99

ORTHOPEDIC IMPAIRMENT

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	14,410	9,199	16,867	3,915	914	204	272	2,890	48,671
1990-91	15,089	11,349	16,858	3,595	922	154	205	2,862	51,034
1991-92	16,410	10,632	17,374	2,849	828	133	318	2,074	50,618
1992-93	18,557	10,581	18,014	2,757	771	194	104	1,854	52,832
1993-94	21,397	11,819	19,018	2,264	742	172	89	1,675	57,176
1994-95	23,607	12,442	19,095	2,654	733	162	90	1,589	60,372
1995-96	25,357	12,901	18,964	2,634	662	60	87	1,504	62,169
1996-97	27,431	13,416	20,234	2,511	684	85	61	1,486	65,908
1997-98	35,283	16,102	19,840	2,185	614	121	84	1,522	75,751
1998-99	31,530	14,220	18,888	2.532	611	46	80	1,293	69,200

OTHER HEALTH IMPAIRMENTS

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	16,712	11,952	13,041	3,284	873	195	367	7,026	53,450
1990-91	17,802	16,319	15,469	3,323	979	283	289	4,489	58,953
1991-92	19,266	15,062	11,678	1,142	648	83	194	6,448	54,521
1992-93	26,233	17,969	13,477	1,090	527	170	143	5,956	65,565
1993-94	33,469	22,581	17,818	1,049	464	102	201	7,885	83,569
1994-95	45,439	30,952	19,751	1,210	608	120	215	8,522	106,817
1995-96	58,495	40,813	24,932	1,483	798	103	219	8,412	135,255
1996-97	68,522	57,304	28,676	1,585	964	134	224	8,420	165,829
1997-98	75,865	61,913	33,495	1,749	1,280	188	283	8,540	183,313
1998-99	98,384	73,618	38,221	2,021	1,600	200	408	7,435	221,887

VISUAL IMPAIRMENTS

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	9,250	5,561	4,960	778	274	2,181	375	129	23,508
1990-91	11,177	6,159	5,295	925	410	2,125	219	260	26,570
1991-92	9,937	5,325	4,923	767	1,370	2,379	286	106	25,093
1992-93	10,769	4,987	4,266	930	399	2,029	191	120	23,691
1993-94	11,252	5,299	4,567	630	404	2,366	173	135	24,826
1994-95	11,534	5,295	4,322	729	474	2,384	234	132	25,104
1995-96	12,021	5,186	4,299	869	488	1,978	201	145	25,187
1996-97	12,526	4,972	4,561	990	597	1,897	268	159	25,970
1997-98	12,535	5,233	4,505	1,263	493	1,522	337	172	26,060
1998-99	13,042	5,093	4,340	1,226	554	1,589	277	147	26,268

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During School Years 1989-90 Through 1998-99

AUTISM

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1991-92	472	700	4,894	2,728	914	92	247	88	10,135
1992-93	1,381	1,477	7,660	3,113	1,107	180	307	94	15,319
1993-94	1,813	1,531	10,309	3,169	1,260	324	405	93	18,904
1994-95	2,434	2,127	12,518	3,433	1,479	152	505	125	22,773
1995-96	3,212	2,840	14,357	3,707	1,788	168	480	123	26,675
1996-97	4,893	4,011	18,214	4,193	2,123	121	507	192	34,254
1997-98	7,757	5,384	22,054	3,671	2,523	109	655	203	42,356
1998-99	10,905	7,058	27,446	4,209	3,054	116	646	241	53,675

DEAF-BLINDNESS

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1989-90	158	323	591	273	54	522	41	18	1,980
1990-91	155	95	477	284	64	352	20	32	1,479
1991-92	82	87	510	235	63	360	42	25	1,404
1992-93	194	153	497	247	89	363	26	15	1,584
1993-94	102	106	459	255	67	275	32	29	1,325
1994-95	129	120	501	265	50	248	36	35	1,384
1995-96	158	146	591	225	55	223	44	27	1,469
1996-97	213	178	573	218	71	177	44	23	1,497
1997-98	183	152	525	201	67	148	51	20	1,347
1998-99	242	161	598	324	64	248	50	30	1,717

TRAUMATIC BRAIN INJURY

	< 21%	21-60%	> 60%	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1991-92	152	171	453	41	972	2	68	47	1,906
1992-93	546	657	943	119	823	30	117	87	3,322
1993-94	1,245	1,312	1,686	168	852	12	133	167	5,575
1994-95	1,883	1,748	2,203	226	812	21	141	212	7,246
1995-96	2,566	2,236	2,751	232	801	29	161	214	8,990
1996-97	3,050	2,754	3,240	306	788	25	148	260	10,571
1997-98	3,534	3,103	3,571	317	845	31	157	290	11,848
1998-99	4,047	3,412	3,865	341	826	31	146	292	12,960

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
EARLY CHILDHOOD SETTING

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	13	15	2,151	13	3,492	5,684
ALASKA	230	5	6	9	116	366
ARIZONA	336	31	138	1,059	1,849	3,413
ARKANSAS	11	6	378	17	1,682	2,094
CALIFORNIA	.	.	.	.	.	.
COLORADO	53	54	279	886	3,443	4,715
CONNECTICUT	15	49	331	382	2,652	3,429
DELAWARE	0	4	224	25	655	908
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	8	11	478	209	881	1,587
GEORGIA	13	21	2,276	135	4,156	6,601
HAWAII	2	142	4	7	36	191
IDAHO	2	6	5	30	567	610
ILLINOIS	6	123	1,721	873	11,247	13,970
INDIANA	9	21	487	84	5,366	5,967
IOWA	4	7	44	20	834	909
KANSAS	14	7	128	104	1,231	1,484
KENTUCKY	5	41	1,281	67	11,354	12,748
LOUISIANA	27	15	2,785	40	3,418	6,285
MAINE	6	6	11	11	1,049	1,083
MARYLAND	10	68	991	100	2,605	3,774
MASSACHUSETTS	28	179	1,379	1,393	10,812	13,791
MICHIGAN	30	117	521	99	4,842	5,609
MINNESOTA	121	86	252	126	4,235	4,820
MISSISSIPPI	0	3	982	4	1,427	2,416
MISSOURI	5	12	449	40	3,467	3,973
MONTANA	.	.	.	.	948	948
NEBRASKA	0	0	1	2	13	16
NEVADA	18	15	65	119	816	1,033
NEW HAMPSHIRE	1	6	4	16	1,138	1,165
NEW JERSEY	3	83	403	293	2,138	2,920
NEW MEXICO	373	9	39	903	637	1,961
NEW YORK	110	284	2,304	1,904	7,097	11,699
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	47	5	4	4	397	457
OHIO	7	27	707	75	4,487	5,303
OKLAHOMA	613	14	184	63	2,189	3,063
OREGON	52	13	21	183	1,090	1,359
PENNSYLVANIA	11	62	1,632	312	7,623	9,640
PUERTO RICO	2	4	0	3,151	0	3,157
RHODE ISLAND	3	13	125	259	2,029	2,429
SOUTH CAROLINA	2	6	1,739	21	1,366	3,134
SOUTH DAKOTA	117	4	6	8	240	375
TENNESSEE	7	14	474	32	2,749	3,276
TEXAS	.	.	.	.	.	.
UTAH	44	26	19	70	1,233	1,392
VERMONT	4	4	4	0	721	733
VIRGINIA	7	18	717	109	1,853	2,704
WASHINGTON	111	107	205	418	1,930	2,771
WEST VIRGINIA	1	8	91	5	2,980	3,085
WISCONSIN	50	32	409	133	3,597	4,221
WYOMING	77	4	14	108	1,028	1,231
AMERICAN SAMOA	0	50	0	0	0	50
GUAM	0	11	0	0	0	11
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	99	23	0	122
BUR. OF INDIAN AFFAIRS	228	.	.	.	.	228
U.S. AND OUTLYING AREAS	2,836	1,848	26,567	13,944	129,715	174,910
50 STATES, D.C. & P.R.	2,608	1,787	26,468	13,921	129,715	174,499

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
EARLY CHILDHOOD SETTING

STATE	PERCENTAGE				
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.23	0.26	37.84	0.23	61.44
ALASKA	62.84	1.37	1.64	2.46	31.69
ARIZONA	9.84	0.91	4.04	31.03	54.18
ARKANSAS	0.53	0.29	18.05	0.81	80.32
CALIFORNIA	.	.	.	.	.
COLORADO	1.12	1.15	5.92	18.79	73.02
CONNECTICUT	0.44	1.43	9.65	11.14	77.34
DELAWARE	0.00	0.44	24.67	2.75	72.14
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.50	0.69	30.12	13.17	55.51
GEORGIA	0.20	0.32	34.48	2.05	62.96
HAWAII	1.05	74.35	2.09	3.66	18.85
IDAHO	0.33	0.98	0.82	4.92	92.95
ILLINOIS	0.04	0.88	12.32	6.25	80.51
INDIANA	0.15	0.35	8.16	1.41	89.93
IOWA	0.44	0.77	4.84	2.20	91.75
KANSAS	0.94	0.47	8.63	7.01	82.95
KENTUCKY	0.04	0.32	10.05	0.53	89.06
LOUISIANA	0.43	0.24	44.31	0.64	54.38
MAINE	0.55	0.55	1.02	1.02	96.86
MARYLAND	0.26	1.80	26.26	2.65	69.02
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.53	2.09	44.31	1.77	86.33
MINNESOTA	2.51	1.78	5.23	2.61	87.86
MISSISSIPPI	0.00	0.12	40.65	0.17	59.06
MISSOURI	0.13	0.30	11.30	1.01	87.26
MONTANA	.	.	.	.	100.00
NEBRASKA	0.00	0.00	6.25	12.50	81.25
NEVADA	1.74	1.45	6.29	11.52	78.99
NEW HAMPSHIRE	0.09	0.52	0.34	1.37	97.68
NEW JERSEY	0.10	2.84	13.80	10.03	73.22
NEW MEXICO	19.02	0.46	1.99	46.05	32.48
NEW YORK	0.94	2.43	19.69	16.27	60.66
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	10.28	1.09	0.88	0.88	86.87
OHIO	0.13	0.51	13.33	1.41	84.61
OKLAHOMA	20.01	0.46	6.01	2.06	71.47
OREGON	3.83	0.96	1.55	13.47	80.21
PENNSYLVANIA	0.11	0.64	16.93	3.24	79.08
PUERTO RICO	0.06	0.13	0.00	99.81	0.00
RHODE ISLAND	0.12	0.54	5.15	10.66	83.53
SOUTH CAROLINA	0.06	0.19	55.49	0.67	43.59
SOUTH DAKOTA	31.20	1.07	1.60	2.13	64.00
TENNESSEE	0.21	0.43	14.47	0.98	83.91
TEXAS	.	.	.	.	.
UTAH	3.16	1.87	1.36	5.03	88.58
VERMONT	0.55	0.55	0.55	0.00	98.36
VIRGINIA	0.26	0.67	26.52	4.03	68.53
WASHINGTON	4.01	3.86	7.40	15.08	69.65
WEST VIRGINIA	0.03	0.26	2.95	0.16	96.60
WISCONSIN	1.18	0.76	9.69	3.15	85.22
WYOMING	6.26	0.32	1.14	8.77	83.51
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	81.15	18.85	0.00
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.62	1.06	15.19	7.97	74.16
50 STATES, D.C. & P.R.	1.49	1.02	15.17	7.98	74.34

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
EARLY CHILDHOOD SPECIAL EDUCATION SETTING

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	1	2	172	4	219	398
ALASKA	183	34	43	23	608	891
ARIZONA	170	24	113	762	1,615	2,684
ARKANSAS	11	2	243	30	639	925
CALIFORNIA	.	.	.	.	.	.
COLORADO	23	41	85	318	1,101	1,568
CONNECTICUT	11	22	408	436	1,249	2,126
DELAWARE	1	2	84	40	181	308
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	38	84	1,679	807	5,199	7,807
GEORGIA	9	81	2,004	169	3,666	5,929
HAWAII	12	909	23	36	232	1,212
IDAHO	12	5	11	211	1,021	1,260
ILLINOIS	8	107	1,137	533	5,848	7,633
INDIANA	10	19	586	139	5,729	6,483
IOWA	9	13	82	49	1,425	1,578
KANSAS	28	19	198	149	2,154	2,548
KENTUCKY	1	.	48	.	329	378
LOUISIANA	7	15	1,349	28	1,309	2,708
MAINE	0	1	7	2	696	706
MARYLAND	8	71	728	117	1,314	2,238
MASSACHUSETTS	2	13	101	102	792	1,010
MICHIGAN	39	271	1,521	143	3,745	5,719
MINNESOTA	78	51	183	89	2,416	2,817
MISSISSIPPI	2	1	863	4	935	1,805
MISSOURI	10	28	697	62	2,969	3,766
MONTANA	.	.	.	.	628	628
NEBRASKA	33	13	102	99	1,451	1,698
NEVADA	76	73	336	504	1,269	2,258
NEW HAMPSHIRE	2	6	6	19	893	926
NEW JERSEY	10	283	1,469	1,255	5,886	8,903
NEW MEXICO	256	15	67	1,427	1,165	2,930
NEW YORK	122	414	2,314	2,580	5,683	11,113
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	28	2	4	7	329	370
OHIO	1	6	148	16	937	1,108
OKLAHOMA	150	21	298	104	1,226	1,799
OREGON	13	34	22	172	1,325	1,566
PENNSYLVANIA	15	93	1,004	364	6,328	7,804
PUERTO RICO	3	0	0	687	0	690
RHODE ISLAND	0	0	2	2	53	57
SOUTH CAROLINA	2	6	1,023	22	1,049	2,102
SOUTH DAKOTA	133	11	31	21	996	1,192
TENNESSEE	1	34	871	33	2,713	3,652
TEXAS	.	.	.	.	.	.
UTAH	67	32	38	365	2,519	3,021
VERMONT	0	2	4	0	230	236
VIRGINIA	20	112	1,719	308	3,453	5,612
WASHINGTON	204	256	379	728	4,729	6,296
WEST VIRGINIA	0	7	61	3	1,567	1,638
WISCONSIN	67	76	310	93	5,340	5,886
WYOMING	2	3	8	13	169	195
AMERICAN SAMOA	0	8	0	0	0	8
GUAM	0	114	1	0	5	120
NORTHERN MARIANAS	0	49	0	0	.	49
PALAU	0	12	0	0	0	12
VIRGIN ISLANDS	0	0	4	4	1	9
BUR. OF INDIAN AFFAIRS	51	.	.	.	.	51
U.S. AND OUTLYING AREAS	1,929	3,497	22,586	13,079	95,335	136,426
50 STATES, D.C. & P.R.	1,878	3,314	22,581	13,075	95,329	136,177

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
EARLY CHILDHOOD SPECIAL EDUCATION SETTING

STATE	PERCENTAGE AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.25	0.50	43.22	1.01	55.03
ALASKA	20.54	3.82	4.83	2.58	68.24
ARIZONA	6.33	0.89	4.21	28.39	60.17
ARKANSAS	1.19	0.22	26.27	3.24	69.08
CALIFORNIA	.	.	.	.	.
COLORADO	1.47	2.61	5.42	20.28	70.22
CONNECTICUT	0.52	1.03	19.19	20.51	58.75
DELAWARE	0.32	0.65	27.27	12.99	58.77
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.49	1.08	21.51	10.34	66.59
GEORGIA	0.15	1.37	33.80	2.85	61.83
HAWAII	0.99	75.00	1.90	2.97	19.14
IDAHO	0.95	0.40	0.87	16.75	81.03
ILLINOIS	0.10	1.40	14.90	6.98	76.61
INDIANA	0.15	0.29	9.04	2.14	88.37
IOWA	0.57	0.82	5.20	3.11	90.30
KANSAS	1.10	0.75	7.77	5.85	84.54
KENTUCKY	0.26	.	12.70	.	87.04
LOUISIANA	0.26	0.55	49.82	1.03	48.34
MAINE	0.00	0.14	0.99	0.28	98.58
MARYLAND	0.36	3.17	32.53	5.23	58.71
MASSACHUSETTS	0.20	1.29	10.00	10.10	78.42
MICHIGAN	0.68	4.74	26.60	2.50	65.48
MINNESOTA	2.77	1.81	6.50	3.16	85.76
MISSISSIPPI	0.11	0.06	47.81	0.22	51.80
MISSOURI	0.27	0.74	18.51	1.65	78.84
MONTANA	.	.	.	.	100.00
NEBRASKA	1.94	0.77	6.01	5.83	85.45
NEVADA	3.37	3.23	14.88	22.32	56.20
NEW HAMPSHIRE	0.22	0.65	0.65	2.05	96.44
NEW JERSEY	0.11	3.18	16.50	14.10	66.11
NEW MEXICO	8.74	0.51	2.29	48.70	39.76
NEW YORK	1.10	3.73	20.82	23.22	51.14
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	7.57	0.54	1.08	1.89	88.92
OHIO	0.09	0.54	13.36	1.44	84.57
OKLAHOMA	8.34	1.17	16.56	5.78	68.15
OREGON	0.83	2.17	1.40	10.98	84.61
PENNSYLVANIA	0.19	1.19	12.87	4.66	81.09
PUERTO RICO	0.43	0.00	0.00	99.57	0.00
RHODE ISLAND	0.00	0.00	3.51	3.51	92.98
SOUTH CAROLINA	0.10	0.29	48.67	1.05	49.90
SOUTH DAKOTA	11.16	0.92	2.60	1.76	83.56
TENNESSEE	0.03	0.93	23.85	0.90	74.29
TEXAS	.	.	.	.	.
UTAH	2.22	1.06	1.26	12.08	83.38
VERMONT	0.00	0.85	1.69	0.00	97.46
VIRGINIA	0.36	2.00	30.63	5.49	61.53
WASHINGTON	3.24	4.07	6.02	11.56	75.11
WEST VIRGINIA	0.00	0.43	3.72	0.18	95.67
WISCONSIN	1.14	1.29	5.27	1.58	90.72
WYOMING	1.03	1.54	4.10	6.67	86.67
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	95.00	0.83	0.00	4.17
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	.
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	44.44	44.44	11.11
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.41	2.56	16.56	9.59	69.88
50 STATES, D.C. & P.R.	1.38	2.43	16.58	9.60	70.00

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
HOME

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
	NUMBER					
ALABAMA	.	.	87	.	44	131
ALASKA	8	0	0	0	4	12
ARIZONA	125	43	156	785	1,414	2,523
ARKANSAS	0	0	3	4	124	131
CALIFORNIA	.	.	.	.	.	.
COLORADO	0	0	0	8	48	56
CONNECTICUT	0	0	0	0	12	12
DELAWARE	0	0	1	1	8	10
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	10	40	145	56	409	660
GEORGIA	1	14	584	47	702	1,348
HAWAII	0	11	0	1	2	14
IDAHO	0	0	0	1	13	14
ILLINOIS	0	0	1	0	15	16
INDIANA	0	1	5	4	160	170
IOWA	0	0	4	1	155	160
KANSAS	0	3	10	4	156	173
KENTUCKY	.	.	6	.	97	103
LOUISIANA	3	1	102	1	142	249
MAINE	0	0	2	1	175	178
MARYLAND	0	5	23	1	109	138
MASSACHUSETTS	0	2	17	17	130	166
MICHIGAN	6	5	34	2	249	296
MINNESOTA	65	82	306	93	2,240	2,786
MISSISSIPPI	1	0	39	3	93	136
MISSOURI	2	2	56	7	309	376
MONTANA	.	.	.	.	0	0
NEBRASKA	4	4	51	39	465	563
NEVADA	0	2	2	4	34	42
NEW HAMPSHIRE	0	0	0	1	43	44
NEW JERSEY	0	2	5	10	48	65
NEW MEXICO	3	2	2	13	22	42
NEW YORK	10	56	193	225	3,719	4,203
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	1	0	1	0	19	21
OHIO	11	41	1,091	116	6,925	8,184
OKLAHOMA	4	1	5	1	23	34
OREGON	1	3	2	20	166	192
PENNSYLVANIA	1	6	83	72	1,094	1,256
PUERTO RICO	0	0	0	221	0	221
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	0	0	74	2	87	163
SOUTH DAKOTA	10	0	0	0	14	24
TENNESSEE	0	0	2	0	59	61
TEXAS	.	.	.	.	.	.
UTAH	0	0	0	2	15	17
VERMONT	0	1	0	0	108	109
VIRGINIA	6	13	39	25	485	568
WASHINGTON	2	2	0	7	66	77
WEST VIRGINIA	0	0	1	0	205	206
WISCONSIN	1	1	2	1	88	93
WYOMING	5	2	3	4	99	113
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	2	0	0	.	2
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	5	1	3	9
BUR. OF INDIAN AFFAIRS	8	.	.	.	.	8
U.S. AND OUTLYING AREAS	288	347	3,142	1,801	20,597	26,175
50 STATES, D.C. & P.R.	280	345	3,137	1,800	20,594	26,156

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
HOME

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	.	66.41	.	33.59
ALASKA	66.67	0.00	0.00	0.00	33.33
ARIZONA	4.95	1.70	6.18	31.11	56.04
ARKANSAS	0.00	0.00	2.29	3.05	94.66
CALIFORNIA	.	.	.	.	.
COLORADO	0.00	0.00	0.00	14.29	85.71
CONNECTICUT	0.00	0.00	0.00	0.00	100.00
DELAWARE	0.00	0.00	10.00	10.00	80.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	1.52	6.06	21.97	8.48	61.97
GEORGIA	0.07	1.04	43.32	3.49	52.08
HAWAII	0.00	78.57	0.00	7.14	14.29
IDAHO	0.00	0.00	0.00	7.14	92.86
ILLINOIS	0.00	0.00	6.25	0.00	93.75
INDIANA	0.00	0.59	2.94	2.35	94.12
IOWA	0.00	0.00	2.50	0.63	96.88
KANSAS	0.00	1.73	5.78	2.31	90.17
KENTUCKY	.	.	5.83	.	94.17
LOUISIANA	1.20	0.40	40.96	0.40	57.03
MAINE	0.00	0.00	1.12	0.56	98.31
MARYLAND	0.00	3.62	16.67	0.72	78.99
MASSACHUSETTS	0.00	1.20	10.24	10.24	78.31
MICHIGAN	2.03	1.69	11.49	0.68	84.12
MINNESOTA	2.33	2.94	10.98	3.34	80.40
MISSISSIPPI	0.74	0.00	28.68	2.21	68.38
MISSOURI	0.53	0.53	14.89	1.86	82.18
MONTANA	.	.	.	.	.
NEBRASKA	0.71	0.71	9.06	6.93	82.59
NEVADA	0.00	4.76	4.76	9.52	80.95
NEW HAMPSHIRE	0.00	0.00	0.00	2.27	97.73
NEW JERSEY	0.00	3.08	7.69	15.38	73.85
NEW MEXICO	7.14	4.76	4.76	30.95	52.38
NEW YORK	0.24	1.33	4.59	5.35	88.48
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	4.76	0.00	4.76	0.00	90.48
OHIO	0.13	0.50	13.33	1.42	84.62
OKLAHOMA	11.76	2.94	14.71	2.94	67.65
OREGON	0.52	1.56	1.04	10.42	86.46
PENNSYLVANIA	0.08	0.48	6.61	5.73	87.10
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	0.00	0.00	45.40	1.23	53.37
SOUTH DAKOTA	41.67	0.00	0.00	0.00	58.33
TENNESSEE	0.00	0.00	3.28	0.00	96.72
TEXAS	.	.	.	.	.
UTAH	0.00	0.00	0.00	11.76	88.24
VERMONT	0.00	0.92	0.00	0.00	99.08
VIRGINIA	1.06	2.29	6.87	4.40	85.39
WASHINGTON	2.60	2.60	0.00	9.09	85.71
WEST VIRGINIA	0.00	0.00	0.49	0.00	99.51
WISCONSIN	1.08	1.08	2.15	1.08	94.62
WYOMING	4.42	1.77	2.65	3.54	87.61
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	55.56	11.11	33.33
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.10	1.33	12.00	6.88	78.69
50 STATES, D.C. & P.R.	1.07	1.32	11.99	6.88	78.74

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTING

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	.	1	355	8	566	930
ALASKA	29	6	10	7	75	127
ARIZONA	0	0	3	17	14	34
ARKANSAS	32	9	1,072	52	1,754	2,919
CALIFORNIA	.	.	.	.	.	.
COLORADO	4	33	65	282	596	980
CONNECTICUT	2	5	39	40	370	456
DELAWARE	1	1	126	11	224	363
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	49	110	4,153	2,251	8,981	15,544
GEORGIA	0	2	316	13	552	883
HAWAII	2	164	5	6	40	217
IDAHO	0	0	2	17	118	137
ILLINOIS	6	61	974	446	2,383	3,870
INDIANA	2	2	73	9	772	858
IOWA	11	10	28	35	795	879
KANSAS	5	7	70	55	518	655
KENTUCKY	.	3	218	19	1,460	1,700
LOUISIANA	1	1	69	1	68	140
MAINE	3	3	1	7	390	404
MARYLAND	9	22	603	33	725	1,392
MASSACHUSETTS	1	4	30	30	232	297
MICHIGAN	6	23	376	23	345	773
MINNESOTA	22	8	20	19	521	590
MISSISSIPPI	0	0	633	1	916	1,550
MISSOURI	0	1	13	1	177	192
MONTANA	.	.	.	.	99	99
NEBRASKA	11	3	14	25	474	527
NEVADA	12	1	0	4	23	40
NEW HAMPSHIRE	0	0	0	1	42	43
NEW JERSEY	1	60	268	186	1,511	2,026
NEW MEXICO	32	1	3	80	55	171
NEW YORK	8	12	181	85	1,044	1,330
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	12	0	1	1	129	143
OHIO	4	17	458	49	2,911	3,439
OKLAHOMA	120	4	60	27	482	693
OREGON	5	14	28	29	452	528
PENNSYLVANIA	2	7	34	43	675	761
PUERTO RICO	0	0	0	1,127	0	1,127
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	3	6	1,119	15	908	2,051
SOUTH DAKOTA	91	3	12	7	446	559
TENNESSEE	0	0	93	13	1,007	1,113
TEXAS	.	.	.	.	.	.
UTAH	17	1	0	8	88	114
VERMONT	0	0	1	1	108	110
VIRGINIA	6	43	283	140	1,400	1,872
WASHINGTON	60	46	70	234	1,125	1,535
WEST VIRGINIA	0	0	4	0	335	339
WISCONSIN	26	36	934	209	1,165	2,370
WYOMING	1	4	0	28	242	275
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	1	14	2	2	4	23
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	27	13	0	40
BUR. OF INDIAN AFFAIRS	3	.	.	.	.	3
U.S. AND OUTLYING AREAS	600	748	12,846	5,710	37,317	57,221
50 STATES, D.C. & P.R.	596	734	12,817	5,695	37,313	57,155

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTING

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	0.11	38.17	0.86	60.86
ALASKA	22.83	4.72	7.87	5.51	59.06
ARIZONA	0.00	0.00	8.82	50.00	41.18
ARKANSAS	1.10	0.31	36.72	1.78	60.09
CALIFORNIA	.	.	.	.	.
COLORADO	0.41	3.37	6.63	28.78	60.82
CONNECTICUT	0.44	1.10	8.55	8.77	81.14
DELAWARE	0.28	0.28	34.71	3.03	61.71
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.32	0.71	26.72	14.48	57.78
GEORGIA	0.00	0.23	35.79	1.47	62.51
HAWAII	0.92	75.58	2.30	2.76	18.43
IDAHO	0.00	0.00	1.46	12.41	86.13
ILLINOIS	0.16	1.58	25.17	11.52	61.58
INDIANA	0.23	0.23	8.51	1.05	89.98
IOWA	1.25	1.14	3.19	3.98	90.44
KANSAS	0.76	1.07	10.69	8.40	79.08
KENTUCKY	.	0.18	12.82	1.12	85.88
LOUISIANA	0.71	0.71	49.29	0.71	48.57
MAINE	0.74	0.74	0.25	1.73	96.53
MARYLAND	0.65	1.58	43.32	2.37	52.08
MASSACHUSETTS	0.34	1.35	10.10	10.10	78.11
MICHIGAN	0.78	2.98	48.64	2.98	44.63
MINNESOTA	3.73	1.36	3.39	3.22	88.31
MISSISSIPPI	0.00	0.00	40.84	0.06	59.10
MISSOURI	0.00	0.52	6.77	0.52	92.19
MONTANA	.	.	.	.	100.00
NEBRASKA	2.09	0.57	2.66	4.74	89.94
NEVADA	30.00	2.50	0.00	10.00	57.50
NEW HAMPSHIRE	0.00	0.00	0.00	2.33	97.67
NEW JERSEY	0.05	2.96	13.23	9.18	74.58
NEW MEXICO	18.71	0.58	1.75	46.78	32.16
NEW YORK	0.60	0.90	13.61	6.39	78.50
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	8.39	0.00	0.70	0.70	90.21
OHIO	0.12	0.49	13.32	1.42	84.65
OKLAHOMA	17.32	0.58	8.66	3.90	69.55
OREGON	0.95	2.65	5.30	5.49	85.61
PENNSYLVANIA	0.26	0.92	4.47	5.65	88.70
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	0.15	0.29	54.56	0.73	44.27
SOUTH DAKOTA	16.28	0.54	2.15	1.25	79.79
TENNESSEE	0.00	0.00	8.36	1.17	90.48
TEXAS	.	.	.	.	.
UTAH	14.91	0.88	0.00	7.02	77.19
VERMONT	0.00	0.00	0.91	0.91	98.18
VIRGINIA	0.32	2.30	15.12	7.48	74.79
WASHINGTON	3.91	3.00	4.56	15.24	73.29
WEST VIRGINIA	0.00	0.00	1.18	0.00	98.82
WISCONSIN	1.10	1.52	39.41	8.82	49.16
WYOMING	0.36	1.45	0.00	10.18	88.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	4.35	60.87	8.70	8.70	17.39
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	67.50	32.50	0.00
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.05	1.31	22.45	9.98	65.22
50 STATES, D.C. & P.R.	1.04	1.28	22.42	9.96	65.28

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
RESIDENTIAL FACILITY

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	.	.	20	.	7	27
ALASKA	0	0	0	0	0	0
ARIZONA	9	1	0	21	40	71
ARKANSAS	0	0	2	1	2	5
CALIFORNIA	.	.	.	.	.	.
COLORADO	0	0	0	0	2	2
CONNECTICUT	0	0	0	2	1	3
DELAWARE	0	0	1	0	0	1
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	1	3	9	3	30	46
GEORGIA	0	3	91	9	61	164
HAWAII	0	0	0	0	2	2
IDAHO	0	0	0	2	8	10
ILLINOIS	0	0	6	5	30	41
INDIANA	0	4	6	1	37	48
IOWA	0	0	0	0	6	6
KANSAS	0	0	0	0	0	0
KENTUCKY	.	.	.	.	13	13
LOUISIANA	0	0	3	0	2	5
MAINE	0	0	0	0	5	5
MARYLAND	0	0	6	1	61	68
MASSACHUSETTS	0	0	0	0	2	2
MICHIGAN	0	0	1	1	12	14
MINNESOTA	0	0	0	0	7	7
MISSISSIPPI	1	0	5	0	1	7
MISSOURI	0	0	0	0	8	8
MONTANA	.	.	.	.	5	5
NEBRASKA	0	0	1	0	2	3
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	3	3
NEW JERSEY	0	0	1	0	3	4
NEW MEXICO	0	0	0	17	12	29
NEW YORK	0	0	0	0	9	9
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	1	0	0	0	6	7
OHIO	0	0	0	0	0	0
OKLAHOMA	1	0	0	0	6	7
OREGON	0	1	1	0	21	23
PENNSYLVANIA	0	0	3	0	22	25
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	0	0	2	1	1	4
SOUTH DAKOTA	4	0	0	0	4	8
TENNESSEE	0	0	0	0	2	2
TEXAS	.	.	.	.	.	.
UTAH	0	0	0	0	0	0
VERMONT	0	0	0	0	1	1
VIRGINIA	0	0	7	1	18	26
WASHINGTON	0	0	0	0	0	0
WEST VIRGINIA	0	0	2	0	5	7
WISCONSIN	0	0	0	0	6	6
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	16	.	.	.	.	16
U.S. AND OUTLYING AREAS	33	12	167	65	463	740
50 STATES, D.C. & P.R.	17	12	167	65	463	724

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
RESIDENTIAL FACILITY

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	.	74.07	.	25.93
ALASKA	.	.	.	.	.
ARIZONA	12.68	1.41	0.00	29.58	56.34
ARKANSAS	0.00	0.00	40.00	20.00	40.00
CALIFORNIA	.	.	.	.	.
COLORADO	0.00	0.00	0.00	0.00	100.00
CONNECTICUT	0.00	0.00	0.00	66.67	33.33
DELAWARE	0.00	0.00	100.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	2.17	6.52	19.57	6.52	65.22
GEORGIA	0.00	1.83	55.49	5.49	37.20
HAWAII	0.00	0.00	0.00	0.00	100.00
IDAHO	0.00	0.00	0.00	20.00	80.00
ILLINOIS	0.00	0.00	14.63	12.20	73.17
INDIANA	0.00	8.33	12.50	2.08	77.08
IOWA	0.00	0.00	0.00	0.00	100.00
KANSAS	.	.	.	.	.
KENTUCKY	.	.	.	.	100.00
LOUISIANA	0.00	0.00	60.00	0.00	40.00
MAINE	0.00	0.00	0.00	0.00	100.00
MARYLAND	0.00	0.00	8.82	1.47	89.71
MASSACHUSETTS	0.00	0.00	0.00	0.00	100.00
MICHIGAN	0.00	0.00	7.14	7.14	85.71
MINNESOTA	0.00	0.00	0.00	0.00	100.00
MISSISSIPPI	14.29	0.00	71.43	0.00	14.29
MISSOURI	0.00	0.00	0.00	0.00	100.00
MONTANA	.	.	.	.	100.00
NEBRASKA	0.00	0.00	33.33	0.00	66.67
NEVADA	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	0.00	0.00	25.00	0.00	75.00
NEW MEXICO	0.00	0.00	0.00	58.62	41.38
NEW YORK	0.00	0.00	0.00	0.00	100.00
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	14.29	0.00	0.00	0.00	85.71
OHIO	.	.	.	.	.
OKLAHOMA	14.29	0.00	0.00	0.00	85.71
OREGON	0.00	4.35	4.35	0.00	91.30
PENNSYLVANIA	0.00	0.00	12.00	0.00	88.00
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	0.00	0.00	50.00	25.00	25.00
SOUTH DAKOTA	50.00	0.00	0.00	0.00	50.00
TENNESSEE	0.00	0.00	0.00	0.00	100.00
TEXAS	.	.	.	.	.
UTAH	.	.	.	.	.
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.00	0.00	26.92	3.85	69.23
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0.00	0.00	28.57	0.00	71.43
WISCONSIN	0.00	0.00	0.00	0.00	100.00
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	4.46	1.62	22.57	8.78	62.57
50 STATES, D.C. & P.R.	2.35	1.66	23.07	8.98	63.95

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
SEPARATE SCHOOL

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	.	.	100	3	96	199
ALASKA	47	16	36	13	98	210
ARIZONA	2	2	12	56	55	127
ARKANSAS	13	3	527	25	778	1,346
CALIFORNIA	.	.	.	.	.	.
COLORADO	0	5	9	13	133	160
CONNECTICUT	2	7	60	52	141	262
DELAWARE	0	2	17	4	34	57
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	21	66	320	139	686	1,232
GEORGIA	0	7	124	5	73	209
HAWAII	0	6	1	1	2	10
IDAHO	0	0	0	1	31	32
ILLINOIS	1	28	464	240	1,030	1,763
INDIANA	0	5	20	4	223	252
IOWA	0	0	5	0	37	42
KANSAS	0	1	4	1	20	26
KENTUCKY	.	5	22	2	190	219
LOUISIANA	1	1	48	1	57	108
MAINE	1	1	3	0	248	253
MARYLAND	2	25	446	42	286	801
MASSACHUSETTS	0	2	12	12	90	116
MICHIGAN	32	24	184	54	2,794	3,088
MINNESOTA	1	0	0	0	13	14
MISSISSIPPI	0	1	46	2	83	132
MISSOURI	0	2	107	11	387	507
MONTANA	.	.	.	.	0	0
NEBRASKA	10	4	8	26	215	263
NEVADA	0	1	7	18	132	158
NEW HAMPSHIRE	0	0	0	0	9	9
NEW JERSEY	1	79	322	244	1,107	1,753
NEW MEXICO	0	0	0	0	0	0
NEW YORK	41	177	1,062	1,073	2,081	4,434
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	3	3	1	0	18	25
OHIO	0	0	2	0	11	13
OKLAHOMA	32	1	6	6	164	209
OREGON	0	6	0	17	128	151
PENNSYLVANIA	3	7	112	24	288	434
PUERTO RICO	0	0	0	119	0	119
RHODE ISLAND	0	2	2	4	16	24
SOUTH CAROLINA	0	0	37	1	47	85
SOUTH DAKOTA	0	0	0	0	6	6
TENNESSEE	0	1	33	2	191	227
TEXAS	.	.	.	.	.	.
UTAH	19	7	2	25	324	377
VERMONT	0	1	3	1	27	32
VIRGINIA	0	1	16	2	75	94
WASHINGTON	0	1	0	1	29	31
WEST VIRGINIA	0	0	2	0	24	26
WISCONSIN	27	1	1	3	117	149
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	.	.	.	.	1
U.S. AND OUTLYING AREAS	260	501	4,183	2,247	12,594	19,785
50 STATES, D.C. & P.R.	259	501	4,183	2,247	12,594	19,784

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
SEPARATE SCHOOL

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	.	50.25	1.51	48.24
ALASKA	22.38	7.62	17.14	6.19	46.67
ARIZONA	1.57	1.57	9.45	44.09	43.31
ARKANSAS	0.97	0.22	39.15	1.86	57.80
CALIFORNIA	.	.	.	.	.
COLORADO	0.00	3.13	5.63	8.13	83.13
CONNECTICUT	0.76	2.67	22.90	19.85	53.82
DELAWARE	0.00	3.51	29.82	7.02	59.65
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	1.70	5.36	25.97	11.28	55.68
GEORGIA	0.00	3.35	59.33	2.39	34.93
HAWAII	0.00	60.00	10.00	10.00	20.00
IDAHO	0.00	0.00	0.00	3.13	96.88
ILLINOIS	0.06	1.59	26.32	13.61	58.42
INDIANA	0.00	1.98	7.94	1.59	88.49
IOWA	0.00	0.00	11.90	0.00	88.10
KANSAS	0.00	3.85	15.38	3.85	76.92
KENTUCKY	.	2.28	10.05	0.91	86.76
LOUISIANA	0.93	0.93	44.44	0.93	52.78
MAINE	0.40	0.40	1.19	0.00	98.02
MARYLAND	0.25	3.12	55.68	5.24	35.71
MASSACHUSETTS	0.00	1.72	10.34	10.34	77.59
MICHIGAN	1.04	0.78	5.96	1.75	90.48
MINNESOTA	7.14	0.00	0.00	0.00	92.86
MISSISSIPPI	0.00	0.76	34.85	1.52	62.88
MISSOURI	0.00	0.39	21.10	2.17	76.33
MONTANA	.	.	.	.	.
NEBRASKA	3.80	1.52	3.04	9.89	81.75
NEVADA	0.00	0.63	4.43	11.39	83.54
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	0.06	4.51	18.37	13.92	63.15
NEW MEXICO	.	.	.	.	.
NEW YORK	0.92	3.99	23.95	24.20	46.93
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	12.00	12.00	4.00	0.00	72.00
OHIO	0.00	0.00	15.38	0.00	84.62
OKLAHOMA	15.31	0.48	2.87	2.87	78.47
OREGON	0.00	3.97	0.00	11.26	84.77
PENNSYLVANIA	0.69	1.61	25.81	5.53	66.36
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	8.33	8.33	16.67	66.67
SOUTH CAROLINA	0.00	0.00	43.53	1.18	55.29
SOUTH DAKOTA	0.00	0.00	0.00	0.00	100.00
TENNESSEE	0.00	0.44	14.54	0.88	84.14
TEXAS	.	.	.	.	.
UTAH	5.04	1.86	0.53	6.63	85.94
VERMONT	0.00	3.13	9.38	3.13	84.38
VIRGINIA	0.00	1.06	17.02	2.13	79.79
WASHINGTON	0.00	3.23	0.00	3.23	93.55
WEST VIRGINIA	0.00	0.00	7.69	0.00	92.31
WISCONSIN	18.12	0.67	0.67	2.01	78.52
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.31	2.53	21.14	11.36	63.65
50 STATES, D.C. & P.R.	1.31	2.53	21.14	11.36	63.66

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
ITINERANT SERVICES OUTSIDE HOME

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	.	.	.	.	.	.
ALASKA	21	3	6	2	115	147
ARIZONA	0	0	0	0	0	0
ARKANSAS	15	2	224	6	912	1,159
CALIFORNIA	.	.	.	.	.	.
COLORADO	0	7	6	16	299	328
CONNECTICUT	3	2	84	94	972	1,155
DELAWARE	0	0	4	2	11	17
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.
IDAHO	1	0	0	4	77	82
ILLINOIS	.	.	.	.	.	.
INDIANA	0	0	0	0	0	0
IOWA	2	14	53	27	1,778	1,874
KANSAS	.	.	.	.	.	.
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0	0	0	0	0	0
MAINE	.	.	.	.	.	.
MARYLAND	2	38	403	23	830	1,296
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	16	121	402	67	2,878	3,484
MINNESOTA	1	3	5	3	206	218
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	0	0	37	4	835	876
MONTANA	.	.	.	.	2	2
NEBRASKA	.	.	.	.	.	.
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	0	3	8	9	306	326
NEW MEXICO	.	.	.	.	.	.
NEW YORK	1	8	4	1	225	239
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	5	1	0	2	113	121
OHIO	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0
OREGON	2	3	3	16	274	298
PENNSYLVANIA	.	.	.	.	.	.
PUERTO RICO	0	0	0	29	0	29
RHODE ISLAND	.	.	.	.	.	.
SOUTH CAROLINA	1	6	1,267	22	1,882	3,178
SOUTH DAKOTA	.	.	.	.	.	.
TENNESSEE	2	5	330	21	1,436	1,794
TEXAS	.	.	.	.	.	.
UTAH	0	0	0	0	3	3
VERMONT	0	0	0	0	5	5
VIRGINIA	5	39	470	108	2,130	2,752
WASHINGTON	29	25	24	25	702	805
WEST VIRGINIA	.	.	.	.	.	.
WISCONSIN	0	9	72	35	867	983
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	2	0	0	0	2
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	.	.	.	.	0
U.S. AND OUTLYING AREAS	106	291	3,402	516	16,858	21,173
50 STATES, D.C. & P.R.	106	289	3,402	516	16,858	21,171

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
ITINERANT SERVICES OUTSIDE HOME

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	.	.	.	.
ALASKA	14.29	2.04	4.08	1.36	78.23
ARIZONA	.	.	.	.	.
ARKANSAS	1.29	0.17	19.33	0.52	78.69
CALIFORNIA	.	.	.	.	.
COLORADO	0.00	2.13	1.83	4.88	91.16
CONNECTICUT	0.26	0.17	7.27	8.14	84.16
DELAWARE	0.00	0.00	23.53	11.76	64.71
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	.	.	.	.	.
IDAHO	1.22	0.00	0.00	4.88	93.90
ILLINOIS	.	.	.	.	.
INDIANA	.	.	.	.	.
IOWA	0.11	0.75	2.83	1.44	94.88
KANSAS	.	.	.	.	.
KENTUCKY	.	.	.	.	.
LOUISIANA	.	.	.	.	.
MAINE	.	.	.	.	.
MARYLAND	0.15	2.93	31.10	1.77	64.04
MASSACHUSETTS	.	.	.	.	.
MICHIGAN	0.46	3.47	11.54	1.92	82.61
MINNESOTA	0.46	1.38	2.29	1.38	94.50
MISSISSIPPI	.	.	.	.	.
MISSOURI	0.00	0.00	4.22	0.46	95.32
MONTANA	.	.	.	.	100.00
NEBRASKA	.	.	.	.	.
NEVADA	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.
NEW JERSEY	0.00	0.92	2.45	2.76	93.87
NEW MEXICO	.	.	.	.	.
NEW YORK	0.42	3.35	1.67	0.42	94.14
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	4.13	0.83	0.00	1.65	93.39
OHIO	.	.	.	.	.
OKLAHOMA	.	.	.	.	.
OREGON	0.67	1.01	1.01	5.37	91.95
PENNSYLVANIA	.	.	.	.	.
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	0.03	0.19	39.87	0.69	59.22
SOUTH DAKOTA	.	.	.	.	.
TENNESSEE	0.11	0.28	18.39	1.17	80.04
TEXAS	.	.	.	.	.
UTAH	0.00	0.00	0.00	0.00	100.00
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.18	1.42	17.08	3.92	77.40
WASHINGTON	3.60	3.11	2.98	3.11	87.20
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	0.00	0.92	7.32	3.56	88.20
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.50	1.37	16.07	2.44	79.62
50 STATES, D.C. & P.R.	0.50	1.37	16.07	2.44	79.63

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
REVERSE MAINSTREAM

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	.	.	.	.	.	.
ALASKA	1	0	0	0	0	1
ARIZONA	2	0	.	3	19	24
ARKANSAS	0	0	43	2	53	98
CALIFORNIA	.	.	.	.	.	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	.	.	.	.	.	.
DELAWARE	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.
IDAHO	18	5	10	113	1,158	1,304
ILLINOIS	.	.	.	.	.	.
INDIANA	0	0	0	0	0	0
IOWA	0	0	5	0	124	129
KANSAS	22	17	178	189	1,641	2,047
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0	0	0	0	0	0
MAINE	.	.	.	.	.	.
MARYLAND	0	0	1	0	6	7
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	0	0	0	0	0	0
MINNESOTA	1	1	4	0	69	75
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	.	.	.	.	.	.
MONTANA	.	.	3	0	2	5
NEBRASKA	.	.	.	.	.	.
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	.	.	.	.	.	.
NEW MEXICO	.	.	.	.	.	.
NEW YORK	0	0	0	0	0	0
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	4	2	1	4	42	53
OHIO	1	3	70	7	444	525
OKLAHOMA	0	0	0	0	0	0
OREGON	6	1	3	32	217	259
PENNSYLVANIA	.	.	.	.	.	.
PUERTO RICO	0	0	0	216	0	216
RHODE ISLAND	.	.	.	.	.	.
SOUTH CAROLINA	0	0	95	2	123	220
SOUTH DAKOTA	.	.	.	.	.	.
TENNESSEE	0	1	7	0	158	166
TEXAS	.	.	.	.	.	.
UTAH	26	2	2	6	125	161
VERMONT	0	0	0	0	0	0
VIRGINIA	0	0	19	0	66	85
WASHINGTON	2	10	10	13	249	284
WEST VIRGINIA	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	.	.	.	.	0
U.S. AND OUTLYING AREAS	83	42	451	587	4,496	5,659
50 STATES, D.C. & P.R.	83	42	451	587	4,496	5,659

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
REVERSE MAINSTREAM

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	.	.	.	.
ALASKA	100.00	0.00	0.00	0.00	0.00
ARIZONA	8.33	0.00	.	12.50	79.17
ARKANSAS	0.00	0.00	43.88	2.04	54.08
CALIFORNIA	.	.	.	.	.
COLORADO	.	.	.	.	.
CONNECTICUT	.	.	.	.	.
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	.	.	.	.	.
IDAHO	1.38	0.38	0.77	8.67	88.80
ILLINOIS	.	.	.	.	.
INDIANA	.	.	.	.	.
IOWA	0.00	0.00	3.88	0.00	96.12
KANSAS	1.07	0.83	8.70	9.23	80.17
KENTUCKY	.	.	.	.	.
LOUISIANA	.	.	.	.	.
MAINE	.	.	.	.	.
MARYLAND	0.00	0.00	14.29	0.00	85.71
MASSACHUSETTS	.	.	.	.	.
MICHIGAN	.	.	.	.	.
MINNESOTA	1.33	1.33	5.33	0.00	92.00
MISSISSIPPI	.	.	.	.	.
MISSOURI	.	.	.	.	.
MONTANA	.	.	60.00	0.00	40.00
NEBRASKA	.	.	.	.	.
NEVADA	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.
NEW JERSEY	.	.	.	.	.
NEW MEXICO	.	.	.	.	.
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	7.55	3.77	1.89	7.55	79.25
OHIO	0.19	0.57	13.33	1.33	84.57
OKLAHOMA	.	.	.	.	.
OREGON	2.32	0.39	1.16	12.36	83.78
PENNSYLVANIA	.	.	.	.	.
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	.	.	.	.	.
SOUTH CAROLINA	0.00	0.00	43.18	0.91	55.91
SOUTH DAKOTA	.	.	.	.	.
TENNESSEE	0.00	0.60	4.22	0.00	95.18
TEXAS	.	.	.	.	.
UTAH	16.15	1.24	1.24	3.73	77.64
VERMONT	.	.	.	.	.
VIRGINIA	0.00	0.00	22.35	0.00	77.65
WASHINGTON	0.70	3.52	3.52	4.58	87.68
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	.	.	.	.	.
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.47	0.74	7.97	10.37	79.45
50 STATES, D.C. & P.R.	1.47	0.74	7.97	10.37	79.45

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Number of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
TOTAL

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	14	18	2,885	28	4,424	7,369
ALASKA	519	64	101	54	1,016	1,754
ARIZONA	644	101	422	2,703	5,006	8,876
ARKANSAS	82	22	2,492	137	5,944	8,677
CALIFORNIA	441	3,158	5,644	22,431	25,163	56,837
COLORADO	80	140	444	1,523	5,622	7,809
CONNECTICUT	33	85	922	1,006	5,397	7,443
DELAWARE	2	9	457	83	1,113	1,664
DISTRICT OF COLUMBIA	.	.	.	.	.	.
FLORIDA	127	314	6,784	3,465	16,186	26,876
GEORGIA	23	128	5,395	378	9,210	15,134
HAWAII	16	1,232	33	51	314	1,646
IDAHO	33	16	28	379	2,993	3,449
ILLINOIS	21	319	4,303	2,097	20,553	27,293
INDIANA	21	52	1,177	241	12,287	13,778
IOWA	26	44	221	132	5,154	5,577
KANSAS	69	54	588	502	5,720	6,933
KENTUCKY	6	49	1,575	88	13,443	15,161
LOUISIANA	39	33	4,356	71	4,996	9,495
MAINE	10	11	24	21	2,563	2,629
MARYLAND	31	229	3,201	317	5,936	9,714
MASSACHUSETTS	31	200	1,539	1,554	12,058	15,382
MICHIGAN	129	561	3,039	389	14,865	18,983
MINNESOTA	289	231	770	330	9,707	11,327
MISSISSIPPI	4	5	2,568	14	3,455	6,046
MISSOURI	17	45	1,359	125	8,152	9,698
MONTANA	0	0	3	0	1,684	1,687
NEBRASKA	58	24	177	191	2,620	3,070
NEVADA	106	92	410	649	2,274	3,531
NEW HAMPSHIRE	3	12	10	37	2,128	2,190
NEW JERSEY	15	510	2,476	1,997	10,999	15,997
NEW MEXICO	664	27	111	2,440	1,891	5,133
NEW YORK	292	951	6,058	5,868	19,858	33,027
NORTH CAROLINA	0	0	0	0	0	0
NORTH DAKOTA	101	13	12	18	1,053	1,197
OHIO	24	94	2,476	263	15,715	18,572
OKLAHOMA	920	41	553	201	4,090	5,805
OREGON	79	75	80	469	3,673	4,376
PENNSYLVANIA	32	175	2,868	815	16,030	19,920
PUERTO RICO	5	4	0	5,550	0	5,559
RHODE ISLAND	3	15	129	265	2,098	2,510
SOUTH CAROLINA	8	24	5,356	86	5,463	10,937
SOUTH DAKOTA	355	18	49	36	1,706	2,164
TENNESSEE	10	55	1,810	101	8,315	10,291
TEXAS	.	.	.	.	.	.
UTAH	173	68	61	476	4,307	5,085
VERMONT	4	8	12	2	1,200	1,226
VIRGINIA	44	226	3,270	693	9,480	13,713
WASHINGTON	408	447	688	1,426	8,830	11,799
WEST VIRGINIA	1	15	161	8	5,116	5,301
WISCONSIN	171	155	1,728	474	11,180	13,708
WYOMING	85	13	25	153	1,538	1,814
AMERICAN SAMOA	0	58	0	0	0	58
GUAM	1	141	3	2	9	156
NORTHERN MARIANAS	0	51	0	0	0	51
PALAU	0	12	0	0	0	12
VIRGIN ISLANDS	0	0	135	41	4	180
BUR. OF INDIAN AFFAIRS	307	0	0	0	0	307
U.S. AND OUTLYING AREAS	6,576	10.444	78,988	60,380	342.538	498,926
50 STATES, D.C. & P.R.	6,268	10,182	78,850	60,337	342,525	498,162

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB9

Percentage (Based on Environments Data) of Children Ages 3-5 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
TOTAL

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.19	0.24	39.15	0.38	60.04
ALASKA	29.59	3.65	5.76	3.08	57.92
ARIZONA	7.26	1.14	4.75	30.45	56.40
ARKANSAS	0.95	0.25	28.72	1.58	68.50
CALIFORNIA	0.78	5.56	9.93	39.47	44.27
COLORADO	1.02	1.79	5.69	19.50	71.99
CONNECTICUT	0.44	1.14	12.39	13.52	72.51
DELAWARE	0.12	0.54	27.46	4.99	66.89
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.47	1.17	25.24	12.89	60.22
GEORGIA	0.15	0.85	35.65	2.50	60.86
HAWAII	0.97	74.85	2.00	3.10	19.08
IDAHO	0.96	0.46	0.81	10.99	86.78
ILLINOIS	0.08	1.17	15.77	7.68	75.31
INDIANA	0.15	0.38	8.54	1.75	89.18
IOWA	0.47	0.79	3.96	2.37	92.42
KANSAS	1.00	0.78	8.48	7.24	82.50
KENTUCKY	0.04	0.32	10.39	0.58	88.67
LOUISIANA	0.41	0.35	45.88	0.75	52.62
MAINE	0.38	0.42	0.91	0.80	97.49
MARYLAND	0.32	2.36	32.95	3.26	61.11
MASSACHUSETTS	0.20	1.30	10.01	10.10	78.39
MICHIGAN	0.68	2.96	16.01	2.05	78.31
MINNESOTA	2.55	2.04	6.80	2.91	85.70
MISSISSIPPI	0.07	0.08	42.47	0.23	57.15
MISSOURI	0.18	0.46	14.01	1.29	84.06
MONTANA	0.00	0.00	0.18	0.00	99.82
NEBRASKA	1.89	0.78	5.77	6.22	85.34
NEVADA	3.00	2.61	11.61	18.38	64.40
NEW HAMPSHIRE	0.14	0.55	0.46	1.69	97.17
NEW JERSEY	0.09	3.19	15.48	12.48	68.76
NEW MEXICO	12.94	0.53	2.16	47.54	36.84
NEW YORK	0.88	2.88	18.34	17.77	60.13
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	8.44	1.09	1.00	1.50	87.97
OHIO	0.13	0.51	13.33	1.42	84.62
OKLAHOMA	15.85	0.71	9.53	3.46	70.46
OREGON	1.81	1.71	1.83	10.72	83.94
PENNSYLVANIA	0.16	0.88	14.40	4.09	80.47
PUERTO RICO	0.09	0.07	0.00	99.84	0.00
RHODE ISLAND	0.12	0.60	5.14	10.56	83.59
SOUTH CAROLINA	0.07	0.22	48.97	0.79	49.95
SOUTH DAKOTA	16.40	0.83	2.26	1.66	78.84
TENNESSEE	0.10	0.53	17.59	0.98	80.80
TEXAS	.	.	.	.	.
UTAH	3.40	1.34	1.20	9.36	84.70
VERMONT	0.33	0.65	0.98	0.16	97.88
VIRGINIA	0.32	1.65	23.85	5.05	69.13
WASHINGTON	3.46	3.79	5.83	12.09	74.84
WEST VIRGINIA	0.02	0.28	3.04	0.15	96.51
WISCONSIN	1.25	1.13	12.61	3.46	81.56
WYOMING	4.69	0.72	1.38	8.43	84.79
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.64	90.38	1.92	1.28	5.77
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	75.00	22.78	2.22
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.32	2.09	15.83	12.10	68.66
50 STATES, D.C. & P.R.	1.26	2.04	15.83	12.11	68.76

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Number of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
SPECIAL EDUCATION OUTSIDE CLASS LESS THAN 21% OF THE DAY

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	380	402	16,076	306	43,299	60,463
ALASKA	3,189	198	439	226	5,437	9,489
ARIZONA	2,869	323	1,692	10,570	21,836	37,290
ARKANSAS	106	36	4,025	221	15,300	19,688
CALIFORNIA	2,625	15,149	32,467	109,899	135,627	295,767
COLORADO	561	604	3,128	9,243	34,259	47,795
CONNECTICUT	106	356	4,661	4,027	29,997	39,147
DELAWARE	8	28	1,358	160	2,576	4,130
DISTRICT OF COLUMBIA	0	0	987	75	22	1,084
FLORIDA	436	1,322	39,031	16,088	98,225	155,102
GEORGIA	61	351	17,289	1,048	33,708	52,457
HAWAII	35	2,660	71	106	674	3,546
IDAHO	260	68	109	1,349	13,980	15,766
ILLINOIS	94	1,189	15,319	8,239	68,709	93,550
INDIANA	98	211	6,451	1,038	70,684	78,482
IOWA	109	213	1,205	568	29,840	31,935
KANSAS	308	219	2,366	1,531	26,566	30,990
KENTUCKY	12	70	3,350	145	32,148	35,725
LOUISIANA	208	120	11,107	254	15,533	27,222
MAINE	69	41	121	105	15,402	15,738
MARYLAND	172	747	13,317	1,323	31,089	46,648
MASSACHUSETTS	201	1,306	10,046	10,146	78,758	100,457
MICHIGAN	861	2,409	13,410	2,459	81,079	100,218
MINNESOTA	1,697	1,634	4,306	1,521	52,315	61,473
MISSISSIPPI	28	74	12,530	78	13,373	26,083
MISSOURI	95	231	9,936	564	50,970	61,796
MONTANA	326	265	0	0	8,842	9,433
NEBRASKA	539	195	1,398	1,192	20,140	23,464
NEVADA	274	355	1,050	1,697	11,050	14,426
NEW HAMPSHIRE	32	65	128	248	19,563	20,036
NEW JERSEY	71	1,948	11,106	7,294	55,452	75,871
NEW MEXICO	1,603	128	510	9,327	7,684	19,252
NEW YORK	845	3,940	35,744	32,053	107,288	179,870
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	741	77	94	135	8,531	9,578
OHIO	190	569	24,719	2,114	107,929	135,521
OKLAHOMA	5,364	159	3,374	1,140	26,639	36,676
OREGON	979	696	1,239	3,556	42,437	48,907
PENNSYLVANIA	123	459	4,459	1,514	64,022	70,577
PUERTO RICO	14	0	1	24,943	3	24,961
RHODE ISLAND	30	79	565	812	10,797	12,283
SOUTH CAROLINA	46	115	12,502	204	17,187	30,054
SOUTH DAKOTA	1,284	62	108	82	7,467	9,003
TENNESSEE	49	179	9,148	281	42,812	52,469
TEXAS	456	1,365	16,837	40,800	63,458	122,916
UTAH	535	291	249	1,509	19,038	21,622
VERMONT	27	42	81	21	9,202	9,373
VIRGINIA	100	934	12,016	2,289	40,778	56,117
WASHINGTON	1,988	1,858	2,938	4,130	42,670	53,584
WEST VIRGINIA	23	54	784	67	20,332	21,260
WISCONSIN	486	785	3,089	1,182	35,372	40,914
WYOMING	232	24	54	376	5,646	6,332
AMERICAN SAMOA	0	263	0	0	0	263
GUAM	2	670	6	2	0	680
NORTHERN MARIANAS	0	337	0	0	0	337
PALAU	0	49	0	0	0	49
VIRGIN ISLANDS	0	0	469	34	7	510
BUR. OF INDIAN AFFAIRS	3,391	.	1	2	16	3,410
U.S. AND OUTLYING AREAS	34,338	45,924	367,466	318,293	1,795,768	2,561,789
50 STATES, D.C. & P.R.	30,945	44,605	366,990	318,255	1,795,745	2,556,540

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Percentage (Based on Environments Data) of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
SPECIAL EDUCATION OUTSIDE CLASS LESS THAN 21% OF THE DAY

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.63	0.66	26.59	0.51	71.61
ALASKA	33.61	2.09	4.63	2.38	57.30
ARIZONA	7.69	0.87	4.54	28.35	58.56
ARKANSAS	0.54	0.18	20.44	1.12	77.71
CALIFORNIA	0.89	5.12	10.98	37.16	45.86
COLORADO	1.17	1.26	6.54	19.34	71.68
CONNECTICUT	0.27	0.91	11.91	10.29	76.63
DELAWARE	0.19	0.68	32.88	3.87	62.37
DISTRICT OF COLUMBIA	0.00	0.00	91.05	6.92	2.03
FLORIDA	0.28	0.85	25.16	10.37	63.33
GEORGIA	0.12	0.67	32.96	2.00	64.26
HAWAII	0.99	75.01	2.00	2.99	19.01
IDAHO	1.65	0.43	0.69	8.56	88.67
ILLINOIS	0.10	1.27	16.38	8.81	73.45
INDIANA	0.12	0.27	8.22	1.32	90.06
IOWA	0.34	0.67	3.77	1.78	93.44
KANSAS	0.99	0.71	7.63	4.94	85.72
KENTUCKY	0.03	0.20	9.38	0.41	89.99
LOUISIANA	0.76	0.44	40.80	0.93	57.06
MAINE	0.44	0.26	0.77	0.67	97.87
MARYLAND	0.37	1.60	28.55	2.84	66.65
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.86	2.40	13.38	2.45	80.90
MINNESOTA	2.76	2.66	7.00	2.47	85.10
MISSISSIPPI	0.11	0.28	48.04	0.30	51.27
MISSOURI	0.15	0.37	16.08	0.91	82.48
MONTANA	3.46	2.81	0.00	0.00	93.73
NEBRASKA	2.30	0.83	5.96	5.08	85.83
NEVADA	1.90	2.46	7.28	11.76	76.60
NEW HAMPSHIRE	0.16	0.32	0.64	1.24	97.64
NEW JERSEY	0.09	2.57	14.64	9.61	73.09
NEW MEXICO	8.33	0.66	2.65	48.45	39.91
NEW YORK	0.47	2.19	19.87	17.82	59.65
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	7.74	0.80	0.98	1.41	89.07
OHIO	0.14	0.42	18.24	1.56	79.64
OKLAHOMA	14.63	0.43	9.20	3.11	72.63
OREGON	2.00	1.42	2.53	7.27	86.77
PENNSYLVANIA	0.17	0.65	6.32	2.15	90.71
PUERTO RICO	0.06	0.00	0.00	99.93	0.01
RHODE ISLAND	0.24	0.64	4.60	6.61	87.90
SOUTH CAROLINA	0.15	0.38	41.60	0.68	57.19
SOUTH DAKOTA	14.26	0.69	1.20	0.91	82.94
TENNESSEE	0.09	0.34	17.44	0.54	81.59
TEXAS	0.37	1.11	13.70	33.19	51.63
UTAH	2.47	1.35	1.15	6.98	88.05
VERMONT	0.29	0.45	0.86	0.22	98.18
VIRGINIA	0.18	1.66	21.41	4.08	72.67
WASHINGTON	3.71	3.47	5.48	7.71	79.63
WEST VIRGINIA	0.11	0.25	3.69	0.32	95.63
WISCONSIN	1.19	1.92	7.55	2.89	86.45
WYOMING	3.66	0.38	0.85	5.94	89.17
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.29	98.53	0.88	0.29	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	91.96	6.67	1.37
BUR. OF INDIAN AFFAIRS	99.44	.	0.03	0.06	0.47
U.S. AND OUTLYING AREAS	1.34	1.79	14.34	12.42	70.10
50 STATES, D.C. & P.R.	1.21	1.74	14.35	12.45	70.24

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Number of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
SPECIAL EDUCATION OUTSIDE CLASS BETWEEN 21% AND 60% OF THE DAY

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	220	79	15,570	193	21,010	37,072
ALASKA	1,356	189	366	149	2,598	4,658
ARIZONA	2,576	173	1,531	8,516	13,448	26,244
ARKANSAS	101	43	6,724	360	14,932	22,160
CALIFORNIA	1,332	5,423	14,015	46,366	52,316	119,452
COLORADO	140	114	1,013	2,667	6,657	10,591
CONNECTICUT	63	125	2,348	2,007	10,121	14,664
DELAWARE	20	39	3,519	412	4,301	8,291
DISTRICT OF COLUMBIA	0	2	1,351	49	4	1,406
FLORIDA	244	394	24,811	14,474	43,638	83,561
GEORGIA	51	367	15,622	1,016	30,375	47,431
HAWAII	110	8,322	221	333	2,108	11,094
IDAHO	198	29	24	878	4,973	6,102
ILLINOIS	61	573	13,521	7,452	50,875	72,482
INDIANA	36	41	2,246	352	17,500	20,175
IOWA	151	156	1,072	572	19,289	21,240
KANSAS	154	81	1,558	964	10,102	12,859
KENTUCKY	9	46	3,643	111	19,729	23,538
LOUISIANA	180	54	13,126	135	13,323	26,818
MAINE	34	42	84	66	9,692	9,918
MARYLAND	83	284	9,098	827	12,143	22,435
MASSACHUSETTS	42	274	2,104	2,125	16,498	21,043
MICHIGAN	476	606	5,999	1,305	36,809	45,195
MINNESOTA	789	464	1,667	685	17,055	20,660
MISSISSIPPI	24	24	9,714	32	6,900	16,694
MISSOURI	96	100	5,856	383	31,991	38,426
MONTANA	2,275	0	0	10	3,205	5,490
NEBRASKA	298	80	1,475	867	9,427	12,147
NEVADA	377	202	2,750	2,403	5,150	10,882
NEW HAMPSHIRE	5	14	20	30	3,461	3,530
NEW JERSEY	77	802	9,270	6,266	29,806	46,221
NEW MEXICO	1,821	42	366	6,421	4,135	12,785
NEW YORK	225	464	5,653	3,433	40,349	50,124
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	216	13	17	29	1,411	1,686
OHIO	75	224	9,737	833	42,513	53,382
OKLAHOMA	4,123	98	4,592	1,227	17,262	27,302
OREGON	281	148	284	699	8,097	9,509
PENNSYLVANIA	150	569	15,095	3,993	60,202	80,009
PUERTO RICO	8	0	1	9,655	1	9,665
RHODE ISLAND	26	33	169	261	4,430	4,919
SOUTH CAROLINA	47	53	16,062	215	17,266	33,643
SOUTH DAKOTA	530	12	52	41	2,583	3,218
TENNESSEE	38	99	11,598	260	28,600	40,595
TEXAS	846	1,552	41,909	85,594	104,588	234,489
UTAH	493	262	204	1,376	12,784	15,119
VERMONT	3	4	11	5	918	941
VIRGINIA	90	700	12,353	2,798	30,188	46,129
WASHINGTON	1,354	1,035	2,502	3,946	24,177	33,014
WEST VIRGINIA	16	16	829	50	15,356	16,267
WISCONSIN	834	545	5,210	1,436	34,302	42,327
WYOMING	170	15	85	338	3,490	4,098
AMERICAN SAMOA	0	206	0	0	0	206
GUAM	0	653	4	3	30	690
NORTHERN MARIANAS	0	73	0	0	0	73
PALAU	0	34	0	0	0	34
VIRGIN ISLANDS	0	0	355	55	0	410
BUR. OF INDIAN AFFAIRS	1,599	1	3	4	6	1,613
U.S. AND OUTLYING AREAS	24,523	25,993	297,409	224,677	972,124	1,544,726
50 STATES, D.C. & P.R.	22,924	25,026	297,047	224,615	972,088	1,541,700

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Percentage (Based on Environments Data) of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
SPECIAL EDUCATION OUTSIDE CLASS BETWEEN 21% AND 60% OF THE DAY

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.59	0.21	42.00	0.52	56.67
ALASKA	29.11	4.06	7.86	3.20	55.78
ARIZONA	9.82	0.66	5.83	32.45	51.24
ARKANSAS	0.46	0.19	30.34	1.62	67.38
CALIFORNIA	1.12	4.54	11.73	38.82	43.80
COLORADO	1.32	1.08	9.56	25.18	62.86
CONNECTICUT	0.43	0.85	16.01	13.69	69.02
DELAWARE	0.24	0.47	42.44	4.97	51.88
DISTRICT OF COLUMBIA	0.00	0.14	96.09	3.49	0.28
FLORIDA	0.29	0.47	29.69	17.32	52.22
GEORGIA	0.11	0.77	32.94	2.14	64.04
HAWAII	0.99	75.01	1.99	3.00	19.00
IDAHO	3.24	0.48	0.39	14.39	81.50
ILLINOIS	0.08	0.79	18.65	10.28	70.19
INDIANA	0.18	0.20	11.13	1.74	86.74
IOWA	0.71	0.73	5.05	2.69	90.81
KANSAS	1.20	0.63	12.12	7.50	78.56
KENTUCKY	0.04	0.20	15.48	0.47	83.82
LOUISIANA	0.67	0.20	48.94	0.50	49.68
MAINE	0.34	0.42	0.85	0.67	97.72
MARYLAND	0.37	1.27	40.55	3.69	54.13
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	1.05	1.34	13.27	2.89	81.44
MINNESOTA	3.82	2.25	8.07	3.32	82.55
MISSISSIPPI	0.14	0.14	58.19	0.19	41.33
MISSOURI	0.25	0.26	15.24	1.00	83.25
MONTANA	41.44	0.00	0.00	0.18	58.38
NEBRASKA	2.45	0.66	12.14	7.14	77.61
NEVADA	3.46	1.86	25.27	22.08	47.33
NEW HAMPSHIRE	0.14	0.40	0.57	0.85	98.05
NEW JERSEY	0.17	1.74	20.06	13.56	64.49
NEW MEXICO	14.24	0.33	2.86	50.22	32.34
NEW YORK	0.45	0.93	11.28	6.85	80.50
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	12.81	0.77	1.01	1.72	83.69
OHIO	0.14	0.42	18.24	1.56	79.64
OKLAHOMA	15.10	0.36	16.82	4.49	63.23
OREGON	2.96	1.56	2.99	7.35	85.15
PENNSYLVANIA	0.19	0.71	18.87	4.99	75.24
PUERTO RICO	0.08	0.00	0.01	99.90	0.01
RHODE ISLAND	0.53	0.67	3.44	5.31	90.06
SOUTH CAROLINA	0.14	0.16	47.74	0.64	51.32
SOUTH DAKOTA	16.47	0.37	1.62	1.27	80.27
TENNESSEE	0.09	0.24	28.57	0.64	70.45
TEXAS	0.36	0.66	17.87	36.50	44.60
UTAH	3.26	1.73	1.35	9.10	84.56
VERMONT	0.32	0.43	1.17	0.53	97.56
VIRGINIA	0.20	1.52	26.78	6.07	65.44
WASHINGTON	4.10	3.14	7.58	11.95	73.23
WEST VIRGINIA	0.10	0.10	5.10	0.31	94.40
WISCONSIN	1.97	1.29	12.31	3.39	81.04
WYOMING	4.15	0.37	2.07	8.25	85.16
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	94.64	0.58	0.43	4.35
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	86.59	13.41	0.00
BUR. OF INDIAN AFFAIRS	99.13	0.06	0.19	0.25	0.37
U.S. AND OUTLYING AREAS	1.59	1.68	19.25	14.54	62.93
50 STATES, D.C. & P.R.	1.49	1.62	19.27	14.57	63.05

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Number of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
SPECIAL EDUCATION OUTSIDE CLASS MORE THAN 60% OF THE DAY

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	34	51	7,740	42	5,152	13,019
ALASKA	367	69	86	68	905	1,495
ARIZONA	890	121	1,033	4,524	7,261	13,829
ARKANSAS	39	24	2,567	96	4,540	7,266
CALIFORNIA	1,072	7,485	22,246	58,330	41,697	130,830
COLORADO	97	95	726	1,281	3,792	5,991
CONNECTICUT	46	74	3,342	3,044	5,063	11,569
DELAWARE	1	8	608	94	609	1,320
DISTRICT OF COLUMBIA	0	6	1,349	52	54	1,461
FLORIDA	140	389	26,705	11,676	29,245	68,155
GEORGIA	43	262	20,787	840	16,531	38,463
HAWAII	38	2,872	76	115	731	3,832
IDAHO	28	16	7	191	1,416	1,658
ILLINOIS	55	697	25,577	8,774	37,191	72,294
INDIANA	58	93	7,342	796	23,174	31,463
IOWA	92	91	1,006	333	8,271	9,793
KANSAS	83	68	1,108	468	4,380	6,107
KENTUCKY	4	38	2,472	61	9,148	11,723
LOUISIANA	102	88	19,889	274	9,042	29,395
MAINE	18	18	58	24	3,907	4,025
MARYLAND	100	420	14,247	1,232	9,130	25,129
MASSACHUSETTS	44	284	2,183	2,205	17,115	21,831
MICHIGAN	274	479	15,548	1,128	18,219	35,648
MINNESOTA	365	259	1,357	241	5,134	7,356
MISSISSIPPI	19	27	8,234	28	3,441	11,749
MISSOURI	35	69	6,897	168	10,260	17,429
MONTANA	298	0	0	0	1,503	1,801
NEBRASKA	140	44	907	272	3,842	5,205
NEVADA	81	142	659	970	1,893	3,745
NEW HAMPSHIRE	4	3	5	7	656	675
NEW JERSEY	67	766	13,119	8,261	18,323	40,536
NEW MEXICO	1,435	67	530	7,384	4,572	13,988
NEW YORK	717	2,601	44,672	36,581	49,370	133,911
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	31	4	5	8	463	511
OHIO	17	50	2,166	185	9,460	11,878
OKLAHOMA	963	57	2,332	420	5,673	9,445
OREGON	100	117	352	318	3,791	4,678
PENNSYLVANIA	95	373	9,905	3,597	33,228	47,198
PUERTO RICO	16	0	0	10,680	5	10,701
RHODE ISLAND	29	93	705	1,092	4,861	6,780
SOUTH CAROLINA	24	39	14,011	157	8,480	22,711
SOUTH DAKOTA	147	8	18	11	704	888
TENNESSEE	19	77	8,226	124	13,405	21,851
TEXAS	285	808	20,442	30,312	31,755	83,602
UTAH	260	154	174	1,060	8,865	10,513
VERMONT	0	3	4	2	498	507
VIRGINIA	57	636	14,557	1,942	16,558	33,750
WASHINGTON	590	646	1,482	1,217	10,536	14,471
WEST VIRGINIA	6	10	459	9	6,175	6,659
WISCONSIN	399	334	3,926	746	12,189	17,594
WYOMING	23	8	22	88	857	998
AMERICAN SAMOA	0	53	0	0	0	53
GUAM	0	524	0	9	8	541
NORTHERN MARIANAS	0	7	0	0	0	7
PALAU	0	23	2	0	0	25
VIRGIN ISLANDS	0	0	537	82	15	634
BUR. OF INDIAN AFFAIRS	578	.	.	.	2	580
U.S. AND OUTLYING AREAS	10,425	21,750	332,407	201,589	523,095	1,089,266
50 STATES, D.C. & P.R.	9,847	21,143	331,868	201,498	523,070	1,087,426

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Percentage (Based on Environments Data) of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
SPECIAL EDUCATION OUTSIDE CLASS MORE THAN 60% OF THE DAY

STATE	PERCENTAGE AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.26	0.39	59.45	0.32	39.57
ALASKA	24.55	4.62	5.75	4.55	60.54
ARIZONA	6.44	0.87	7.47	32.71	52.51
ARKANSAS	0.54	0.33	35.33	1.32	62.48
CALIFORNIA	0.82	5.72	17.00	44.58	31.87
COLORADO	1.62	1.59	12.12	21.38	63.29
CONNECTICUT	0.40	0.64	28.89	26.31	43.76
DELAWARE	0.08	0.61	46.06	7.12	46.14
DISTRICT OF COLUMBIA	0.00	0.41	92.33	3.56	3.70
FLORIDA	0.21	0.57	39.18	17.13	42.91
GEORGIA	0.11	0.68	54.04	2.18	42.98
HAWAII	0.99	74.95	1.98	3.00	19.08
IDAHO	1.69	0.97	0.42	11.52	85.40
ILLINOIS	0.08	0.96	35.38	12.14	51.44
INDIANA	0.18	0.30	23.34	2.53	73.65
IOWA	0.94	0.93	10.27	3.40	84.46
KANSAS	1.36	1.11	18.14	7.66	71.72
KENTUCKY	0.03	0.32	21.09	0.52	78.03
LOUISIANA	0.35	0.30	67.66	0.93	30.76
MAINE	0.45	0.45	1.44	0.60	97.07
MARYLAND	0.40	1.67	56.70	4.90	36.33
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.77	1.34	43.62	3.16	51.11
MINNESOTA	4.96	3.52	18.45	3.28	69.79
MISSISSIPPI	0.16	0.23	70.08	0.24	29.29
MISSOURI	0.20	0.40	39.57	0.96	58.87
MONTANA	16.55	0.00	0.00	0.00	83.45
NEBRASKA	2.69	0.85	17.43	5.23	73.81
NEVADA	2.16	3.79	17.60	25.90	50.55
NEW HAMPSHIRE	0.59	0.44	0.74	1.04	97.19
NEW JERSEY	0.17	1.89	32.36	20.38	45.20
NEW MEXICO	10.26	0.48	3.79	52.79	32.69
NEW YORK	0.54	1.94	33.36	27.29	36.87
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	6.07	0.78	0.98	1.57	90.61
OHIO	0.14	0.42	18.24	1.56	79.64
OKLAHOMA	10.20	0.60	24.69	4.45	60.06
OREGON	2.14	2.50	7.52	6.80	81.04
PENNSYLVANIA	0.20	0.79	20.99	7.62	70.40
PUERTO RICO	0.15	0.00	0.00	99.80	0.05
RHODE ISLAND	0.43	1.37	10.40	16.11	71.70
SOUTH CAROLINA	0.11	0.17	61.69	0.69	37.34
SOUTH DAKOTA	16.55	0.90	2.03	1.24	79.28
TENNESSEE	0.09	0.35	37.65	0.57	61.35
TEXAS	0.34	0.97	24.45	36.26	37.98
UTAH	2.47	1.46	1.66	10.08	84.32
VERMONT	0.00	0.59	0.79	0.39	98.22
VIRGINIA	0.17	1.88	43.13	5.75	49.06
WASHINGTON	4.08	4.46	10.24	8.41	72.81
WEST VIRGINIA	0.09	0.15	6.89	0.14	92.73
WISCONSIN	2.27	1.90	22.31	4.24	69.28
WYOMING	2.30	0.80	2.20	8.82	85.87
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	96.86	0.00	1.66	1.48
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	92.00	8.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	84.70	12.93	2.37
BUR. OF INDIAN AFFAIRS	99.66	.	.	.	0.34
U.S. AND OUTLYING AREAS	0.96	2.00	30.52	18.51	48.02
50 STATES, D.C. & P.R.	0.91	1.94	30.52	18.53	48.10

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Number of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
PUBLIC SEPARATE SCHOOL FACILITY

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	2	10	543	4	566	1,125
ALASKA	73	0	42	6	134	255
ARIZONA	53	7	80	222	391	753
ARKANSAS	0	1	48	3	71	123
CALIFORNIA	32	399	838	2,358	1,917	5,544
COLORADO	8	21	84	129	763	1,005
CONNECTICUT	5	19	239	151	671	1,085
DELAWARE	1	5	267	32	321	626
DISTRICT OF COLUMBIA	0	6	719	33	4	762
FLORIDA	4	34	1,126	156	1,457	2,777
GEORGIA	0	15	579	21	539	1,154
HAWAII	0	122	3	6	32	163
IDAHO	3	1	2	18	170	194
ILLINOIS	8	104	3,464	897	4,950	9,423
INDIANA	0	1	87	13	506	607
IOWA	6	12	253	39	1,216	1,526
KANSAS	22	6	206	48	622	904
KENTUCKY	.	1	129	2	382	514
LOUISIANA	8	4	247	4	271	534
MAINE	1	2	1	1	172	177
MARYLAND	9	71	1,844	91	1,434	3,449
MASSACHUSETTS	6	37	283	286	2,218	2,830
MICHIGAN	50	75	1,201	192	6,018	7,536
MINNESOTA	108	91	427	95	3,139	3,860
MISSISSIPPI	0	7	105	1	133	246
MISSOURI	5	21	966	28	1,910	2,930
MONTANA	0	0	4	0	105	109
NEBRASKA	16	8	38	14	369	445
NEVADA	13	28	120	167	326	654
NEW HAMPSHIRE	0	0	0	1	18	19
NEW JERSEY	11	218	2,443	1,107	3,765	7,544
NEW MEXICO	16	1	8	137	124	286
NEW YORK	65	429	5,619	3,768	7,847	17,728
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	5	0	1	1	32	39
OHIO	11	32	1,379	118	6,021	7,561
OKLAHOMA	38	0	51	13	215	317
OREGON	24	15	58	56	780	933
PENNSYLVANIA	17	34	1,140	203	2,912	4,306
PUERTO RICO	2	0	0	1,661	0	1,663
RHODE ISLAND	4	6	12	25	143	190
SOUTH CAROLINA	0	5	367	6	323	701
SOUTH DAKOTA	15	0	3	0	66	84
TENNESSEE	0	8	336	4	598	946
TEXAS	12	21	560	975	1,240	2,808
UTAH	49	39	20	129	1,757	1,994
VERMONT	1	0	4	1	173	179
VIRGINIA	2	13	763	31	695	1,504
WASHINGTON	27	15	58	25	386	511
WEST VIRGINIA	0	0	8	0	101	109
WISCONSIN	32	7	120	46	845	1,050
WYOMING	8	0	0	2	31	41
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	3	0	0	0	3
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	22	.	.	.	.	22
U.S. AND OUTLYING AREAS	794	1,954	26,895	13,326	58,879	101,848
50 STATES, D.C. & P.R.	772	1,951	26,895	13,326	58,879	101,823

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Percentage (Based on Environments Data) of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
PUBLIC SEPARATE SCHOOL FACILITY

STATE	PERCENTAGE AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.18	0.89	48.27	0.36	50.31
ALASKA	28.63	0.00	16.47	2.35	52.55
ARIZONA	7.04	0.93	10.62	29.48	51.93
ARKANSAS	0.00	0.81	39.02	2.44	57.72
CALIFORNIA	0.58	7.20	15.12	42.53	34.58
COLORADO	0.80	2.09	8.36	12.84	75.92
CONNECTICUT	0.46	1.75	22.03	13.92	61.84
DELAWARE	0.16	0.80	42.65	5.11	51.28
DISTRICT OF COLUMBIA	0.00	0.79	94.36	4.33	0.52
FLORIDA	0.14	1.22	40.55	5.62	52.47
GEORGIA	0.00	1.30	50.17	1.82	46.71
HAWAII	0.00	74.85	1.84	3.68	19.63
IDAHO	1.55	0.52	1.03	9.28	87.63
ILLINOIS	0.08	1.10	36.76	9.52	52.53
INDIANA	0.00	0.16	14.33	2.14	83.36
IOWA	0.39	0.79	16.58	2.56	79.69
KANSAS	2.43	0.66	22.79	5.31	68.81
KENTUCKY	.	0.19	25.10	0.39	74.32
LOUISIANA	1.50	0.75	46.25	0.75	50.75
MAINE	0.56	1.13	0.56	0.56	97.18
MARYLAND	0.26	2.06	53.46	2.64	41.58
MASSACHUSETTS	0.21	1.31	10.00	10.11	78.37
MICHIGAN	0.66	1.00	15.94	2.55	79.86
MINNESOTA	2.80	2.36	11.06	2.46	81.32
MISSISSIPPI	0.00	2.85	42.68	0.41	54.07
MISSOURI	0.17	0.72	32.97	0.96	65.19
MONTANA	0.00	0.00	3.67	0.00	96.33
NEBRASKA	3.60	1.80	8.54	3.15	82.92
NEVADA	1.99	4.28	18.35	25.54	49.85
NEW HAMPSHIRE	0.00	0.00	0.00	5.26	94.74
NEW JERSEY	0.15	2.89	32.38	14.67	49.91
NEW MEXICO	5.59	0.35	2.80	47.90	43.36
NEW YORK	0.37	2.42	31.70	21.25	44.26
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	12.82	0.00	2.56	2.56	82.05
OHIO	0.15	0.42	18.24	1.56	79.63
OKLAHOMA	11.99	0.00	16.09	4.10	67.82
OREGON	2.57	1.61	6.22	6.00	83.60
PENNSYLVANIA	0.39	0.79	26.47	4.71	67.63
PUERTO RICO	0.12	0.00	0.00	99.88	0.00
RHODE ISLAND	2.11	3.16	6.32	13.16	75.26
SOUTH CAROLINA	0.00	0.71	52.35	0.86	46.08
SOUTH DAKOTA	17.86	0.00	3.57	0.00	78.57
TENNESSEE	0.00	0.85	35.52	0.42	63.21
TEXAS	0.43	0.75	19.94	34.72	44.16
UTAH	2.46	1.96	1.00	6.47	88.11
VERMONT	0.56	0.00	2.23	0.56	96.65
VIRGINIA	0.13	0.86	50.73	2.06	46.21
WASHINGTON	5.28	2.94	11.35	4.89	75.54
WEST VIRGINIA	0.00	0.00	7.34	0.00	92.66
WISCONSIN	3.05	0.67	11.43	4.38	80.48
WYOMING	19.51	0.00	0.00	4.88	75.61
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	0.78	1.92	26.41	13.08	57.81
50 STATES, D.C. & P.R.	0.76	1.92	26.41	13.09	57.82

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Number of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
PRIVATE SEPARATE SCHOOL FACILITY

STATE	NUMBER					
	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	.	.	73	.	37	110
ALASKA	3	0	1	0	7	11
ARIZONA	48	4	65	155	466	738
ARKANSAS	2	1	157	2	273	435
CALIFORNIA	79	305	2,992	2,014	4,837	10,227
COLORADO	5	22	17	74	157	275
CONNECTICUT	5	18	327	259	1,276	1,885
DELAWARE	0	0	0	0	7	7
DISTRICT OF COLUMBIA	1	7	1,325	51	215	1,599
FLORIDA	0	4	561	115	662	1,342
GEORGIA	0	0	2	1	7	10
HAWAII	1	36	1	1	9	48
IDAHO	1	0	1	3	89	94
ILLINOIS	5	66	1,960	474	2,534	5,039
INDIANA	0	0	5	0	7	12
IOWA	0	0	0	0	0	0
KANSAS	3	2	31	6	174	216
KENTUCKY	.	.	11	.	40	51
LOUISIANA	0	2	27	5	63	97
MAINE	2	1	4	0	316	323
MARYLAND	9	33	1,480	32	1,389	2,943
MASSACHUSETTS	10	64	491	496	3,852	4,913
MICHIGAN	0	0	0	0	0	0
MINNESOTA	19	2	28	6	192	247
MISSISSIPPI	0	0	13	0	121	134
MISSOURI	1	2	293	28	434	758
MONTANA	1	0	0	0	29	30
NEBRASKA	1	13	10	2	115	141
NEVADA	0	0	0	0	4	4
NEW HAMPSHIRE	0	1	1	2	473	477
NEW JERSEY	8	183	2,908	1,301	5,830	10,230
NEW MEXICO	0	0	0	4	3	7
NEW YORK	40	232	2,155	1,192	4,881	8,500
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	2	0	2	0	20	24
OHIO	0	0	0	0	0	0
OKLAHOMA	4	0	4	2	34	44
OREGON	18	5	80	19	583	705
PENNSYLVANIA	11	48	1,092	126	2,242	3,519
PUERTO RICO	0	1	0	716	0	717
RHODE ISLAND	4	7	62	49	489	611
SOUTH CAROLINA	0	0	48	2	103	153
SOUTH DAKOTA	6	0	2	0	79	87
TENNESSEE	0	1	88	1	208	298
TEXAS	0	0	66	37	42	145
UTAH	0	0	0	0	0	0
VERMONT	0	1	1	1	192	195
VIRGINIA	2	7	383	14	491	897
WASHINGTON	2	9	13	11	241	276
WEST VIRGINIA	0	0	0	0	6	6
WISCONSIN	0	0	1	1	89	91
WYOMING	0	0	1	2	25	28
AMERICAN SAMOA	0	0	.	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	5	.	.	.	.	5
U.S. AND OUTLYING AREAS	298	1,077	16,782	7,204	33,343	58,704
50 STATES, D.C. & P.R.	293	1,077	16,782	7,204	33,343	58,699

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Percentage (Based on Environments Data) of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
PRIVATE SEPARATE SCHOOL FACILITY

STATE	PERCENTAGE AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	.	66.36	.	33.64
ALASKA	27.27	0.00	9.09	0.00	63.64
ARIZONA	6.50	0.54	8.81	21.00	63.14
ARKANSAS	0.46	0.23	36.09	0.46	62.76
CALIFORNIA	0.77	2.98	29.26	19.69	47.30
COLORADO	1.82	8.00	6.18	26.91	57.09
CONNECTICUT	0.27	0.95	17.35	13.74	67.69
DELAWARE	0.00	0.00	0.00	0.00	100.00
DISTRICT OF COLUMBIA	0.06	0.44	82.86	3.19	13.45
FLORIDA	0.00	0.30	41.80	8.57	49.33
GEORGIA	0.00	0.00	20.00	10.00	70.00
HAWAII	2.08	75.00	2.08	2.08	18.75
IDAHO	1.06	0.00	1.06	3.19	94.68
ILLINOIS	0.10	1.31	38.90	9.41	50.29
INDIANA	0.00	0.00	41.67	0.00	58.33
IOWA	.	.	.	.	.
KANSAS	1.39	0.93	14.35	2.78	80.56
KENTUCKY	.	.	21.57	.	78.43
LOUISIANA	0.00	2.06	27.84	5.15	64.95
MAINE	0.62	0.31	1.24	0.00	97.83
MARYLAND	0.31	1.12	50.29	1.09	47.20
MASSACHUSETTS	0.20	1.30	9.99	10.10	78.40
MICHIGAN	.	.	.	.	.
MINNESOTA	7.69	0.81	11.34	2.43	77.73
MISSISSIPPI	0.00	0.00	9.70	0.00	90.30
MISSOURI	0.13	0.26	38.65	3.69	57.26
MONTANA	3.33	0.00	0.00	0.00	96.67
NEBRASKA	0.71	9.22	7.09	1.42	81.56
NEVADA	0.00	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	0.00	0.21	0.21	0.42	99.16
NEW JERSEY	0.08	1.79	28.43	12.72	56.99
NEW MEXICO	0.00	0.00	0.00	57.14	42.86
NEW YORK	0.47	2.73	25.35	14.02	57.42
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	8.33	0.00	8.33	0.00	83.33
OHIO	.	.	.	.	.
OKLAHOMA	9.09	0.00	9.09	4.55	77.27
OREGON	2.55	0.71	11.35	2.70	82.70
PENNSYLVANIA	0.31	[illegible]	31.03	3.58	63.71
PUERTO RICO	0.00	[illegible]14	0.00	99.86	0.00
RHODE ISLAND	0.65	1.15	10.15	8.02	80.03
SOUTH CAROLINA	0.00	0.00	31.37	1.31	67.32
SOUTH DAKOTA	6.90	0.00	2.30	0.00	90.80
TENNESSEE	0.00	0.34	29.53	0.34	69.80
TEXAS	0.00	0.00	45.52	25.52	28.97
UTAH	.	.	.	.	.
VERMONT	0.00	0.51	0.51	0.51	98.46
VIRGINIA	0.22	0.78	42.70	1.56	54.74
WASHINGTON	0.72	3.26	4.71	3.99	87.32
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00
WISCONSIN	0.00	0.00	1.10	1.10	97.80
WYOMING	0.00	0.00	3.57	7.14	89.29
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	0.51	1.83	28.59	12.27	56.80
50 STATES, D.C. & P.R.	0.50	1.83	28.59	12.27	56.80

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Number of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
PUBLIC RESIDENTIAL FACILITY

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	..	3	226	1	259	489
ALASKA	2	0	0	0	2	4
ARIZONA	53	11	26	196	221	507
ARKANSAS	0	0	0	0	0	0
CALIFORNIA	19	93	115	319	442	988
COLORADO	7	5	64	95	162	333
CONNECTICUT	1	1	20	12	70	104
DELAWARE	0	0	41	2	24	67
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	2	4	382	49	311	748
GEORGIA	2	1	461	13	409	886
HAWAII	0	0	0	0	0	0
IDAHO	8	3	0	16	80	107
ILLINOIS	2	8	392	83	283	768
INDIANA	7	4	269	22	795	1,097
IOWA	3	5	94	15	402	519
KANSAS	2	1	54	16	87	160
KENTUCKY	1	3	165	8	397	574
LOUISIANA	7	5	664	6	375	1,057
MAINE	0	0	1	0	30	31
MARYLAND	0	17	167	10	351	545
MASSACHUSETTS	1	4	32	33	252	322
MICHIGAN	2	5	30	6	150	193
MINNESOTA	50	13	93	20	460	636
MISSISSIPPI	2	3	254	1	139	399
MISSOURI	0	2	21	3	77	103
MONTANA	11	0	0	0	62	73
NEBRASKA	2	5	10	19	49	85
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	3	74	77
NEW JERSEY	0	11	97	42	80	230
NEW MEXICO	72	4	11	127	106	320
NEW YORK	7	26	1,187	490	823	2,533
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	9	2	0	1	41	53
OHIO	1	4	192	16	839	1,052
OKLAHOMA	30	2	59	17	245	353
OREGON	8	9	26	20	330	393
PENNSYLVANIA	4	8	474	113	860	1,459
PUERTO RICO	0	0	0	56	0	56
RHODE ISLAND	0	1	61	27	30	119
SOUTH CAROLINA	1	0	220	1	195	417
SOUTH DAKOTA	30	0	1	0	76	107
TENNESSEE	1	1	42	2	150	196
TEXAS	1	4	56	101	180	342
UTAH	0	0	1	3	41	45
VERMONT	0	0	1	0	30	31
VIRGINIA	0	3	112	12	209	336
WASHINGTON	9	18	12	14	208	261
WEST VIRGINIA	0	0	4	0	121	125
WISCONSIN	7	9	35	14	292	357
WYOMING	3	1	1	4	85	94
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	1	0	0	0	1
NORTHERN MARIANAS	0	2	0	0	0	2
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	.	.	.	.	2
U.S. AND OUTLYING AREAS	369	302	6,173	2,008	10,904	19,756
50 STATES, D.C. & P.R.	367	299	6,173	2,008	10,904	19,751

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Percentage (Based on Environments Data) of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
PUBLIC RESIDENTIAL FACILITY

STATE	PERCENTAGE AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	0.61	46.22	0.20	52.97
ALASKA	50.00	0.00	0.00	0.00	50.00
ARIZONA	10.45	2.17	5.13	38.66	43.59
ARKANSAS	.	.	.	.	.
CALIFORNIA	1.92	9.41	11.64	32.29	44.74
COLORADO	2.10	1.50	19.22	28.53	48.65
CONNECTICUT	0.96	0.96	19.23	11.54	67.31
DELAWARE	0.00	0.00	61.19	2.99	35.82
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.27	0.53	51.07	6.55	41.58
GEORGIA	0.23	0.11	52.03	1.47	46.16
HAWAII	.	.	.	.	.
IDAHO	7.48	2.80	0.00	14.95	74.77
ILLINOIS	0.26	1.04	51.04	10.81	36.85
INDIANA	0.64	0.36	24.52	2.01	72.47
IOWA	0.58	0.96	18.11	2.89	77.46
KANSAS	1.25	0.63	33.75	10.00	54.38
KENTUCKY	0.17	0.52	28.75	1.39	69.16
LOUISIANA	0.66	0.47	62.82	0.57	35.48
MAINE	0.00	0.00	3.23	0.00	96.77
MARYLAND	0.00	3.12	30.64	1.83	64.40
MASSACHUSETTS	0.31	1.24	9.94	10.25	78.26
MICHIGAN	1.04	2.59	15.54	3.11	77.72
MINNESOTA	7.86	2.04	14.62	3.14	72.33
MISSISSIPPI	0.50	0.75	63.66	0.25	34.84
MISSOURI	0.00	1.94	20.39	2.91	74.76
MONTANA	15.07	0.00	0.00	0.00	84.93
NEBRASKA	2.35	5.88	11.76	22.35	57.65
NEVADA	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.00	0.00	3.90	96.10
NEW JERSEY	0.00	4.78	42.17	18.26	34.78
NEW MEXICO	22.50	1.25	3.44	39.69	33.13
NEW YORK	0.28	1.03	46.86	19.34	32.49
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	16.98	3.77	0.00	1.89	77.36
OHIO	0.10	0.38	18.25	1.52	79.75
OKLAHOMA	8.50	0.57	16.71	4.82	69.41
OREGON	2.04	2.29	6.62	5.09	83.97
PENNSYLVANIA	0.27	0.55	32.49	7.75	58.94
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.84	51.26	22.69	25.21
SOUTH CAROLINA	0.24	0.00	52.76	0.24	46.76
SOUTH DAKOTA	28.04	0.00	0.93	0.00	71.03
TENNESSEE	0.51	0.51	21.43	1.02	76.53
TEXAS	0.29	1.17	16.37	29.53	52.63
UTAH	0.00	0.00	2.22	6.67	91.11
VERMONT	0.00	0.00	3.23	0.00	96.77
VIRGINIA	0.00	0.89	33.33	3.57	62.20
WASHINGTON	3.45	6.90	4.60	5.36	79.69
WEST VIRGINIA	0.00	0.00	3.20	0.00	96.80
WISCONSIN	1.96	2.52	9.80	3.92	81.79
WYOMING	3.19	1.06	1.06	4.26	90.43
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.87	1.53	31.25	10.16	55.19
50 STATES, D.C. & P.R.	1.86	1.51	31.25	10.17	55.21

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Number of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
PRIVATE RESIDENTIAL FACILITY

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	.	1	148	3	216	368
ALASKA	11	1	1	0	14	27
ARIZONA	13	0	10	16	48	87
ARKANSAS	9	1	150	6	410	576
CALIFORNIA	11	41	298	206	815	1,371
COLORADO	9	39	73	161	541	823
CONNECTICUT	5	5	141	116	462	729
DELAWARE	0	2	21	1	29	53
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	0	0	8	0	21	29
GEORGIA	0	0	27	1	54	82
HAWAII	1	68	2	3	16	90
IDAHO	2	0	1	4	23	30
ILLINOIS	1	7	168	34	441	651
INDIANA	0	3	29	7	334	373
IOWA	3	1	11	10	209	234
KANSAS	0	2	20	5	88	115
KENTUCKY	.	.	47	.	147	194
LOUISIANA	0	0	1	0	0	1
MAINE	1	2	2	7	78	90
MARYLAND	0	9	193	8	246	456
MASSACHUSETTS	3	16	125	126	981	1,251
MICHIGAN	0	0	23	3	50	76
MINNESOTA	25	7	58	12	322	424
MISSISSIPPI	0	0	17	0	27	44
MISSOURI	0	0	5	0	34	39
MONTANA	15	0	2	0	77	94
NEBRASKA	4	0	4	2	64	74
NEVADA	0	0	0	0	9	9
NEW HAMPSHIRE	3	0	5	4	444	456
NEW JERSEY	0	2	8	6	112	128
NEW MEXICO	10	0	9	23	9	51
NEW YORK	40	103	1,553	916	1,965	4,577
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	9	0	0	2	59	70
OHIO	0	0	0	0	0	0
OKLAHOMA	8	0	9	0	32	49
OREGON	7	2	7	4	155	175
PENNSYLVANIA	0	4	33	7	340	384
PUERTO RICO	0	0	0	25	0	25
RHODE ISLAND	2	5	40	38	218	303
SOUTH CAROLINA	0	0	31	1	22	54
SOUTH DAKOTA	40	0	1	0	91	132
TENNESSEE	0	1	11	0	32	44
TEXAS	3	1	4	2	24	34
UTAH	0	0	0	0	0	0
VERMONT	0	6	0	1	141	148
VIRGINIA	0	1	100	7	258	366
WASHINGTON	0	0	1	0	13	14
WEST VIRGINIA	0	0	1	0	13	14
WISCONSIN	2	0	9	1	48	60
WYOMING	1	0	0	2	61	64
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	4	0	0	0	4
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	17	3	1	21
BUR. OF INDIAN AFFAIRS	33	.	.	.	.	33
U.S. AND OUTLYING AREAS	271	334	3,424	1,773	9,794	15,596
50 STATES, D.C. & P.R.	238	330	3,407	1,770	9,793	15,538

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Percentage (Based on Environments Data) of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
PRIVATE RESIDENTIAL FACILITY

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	0.27	40.22	0.82	58.70
ALASKA	40.74	3.70	3.70	0.00	51.85
ARIZONA	14.94	0.00	11.49	18.39	55.17
ARKANSAS	1.56	0.17	26.04	1.04	71.18
CALIFORNIA	0.80	2.99	21.74	15.03	59.45
COLORADO	1.09	4.74	8.87	19.56	65.74
CONNECTICUT	0.69	0.69	19.34	15.91	63.37
DELAWARE	0.00	3.77	39.62	1.89	54.72
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.00	0.00	27.59	0.00	72.41
GEORGIA	0.00	0.00	32.93	1.22	65.85
HAWAII	1.11	75.56	2.22	3.33	17.78
IDAHO	6.67	0.00	3.33	13.33	76.67
ILLINOIS	0.15	1.08	25.81	5.22	67.74
INDIANA	0.00	0.80	7.77	1.88	89.54
IOWA	1.28	0.43	4.70	4.27	89.32
KANSAS	0.00	1.74	17.39	4.35	76.52
KENTUCKY	.	.	24.23	.	75.77
LOUISIANA	0.00	0.00	100.00	0.00	0.00
MAINE	1.11	2.22	2.22	7.78	86.67
MARYLAND	0.00	1.97	42.32	1.75	53.95
MASSACHUSETTS	0.24	1.28	9.99	10.07	78.42
MICHIGAN	0.00	0.00	30.26	3.95	65.79
MINNESOTA	5.90	1.65	13.68	2.83	75.94
MISSISSIPPI	0.00	0.00	38.64	0.00	61.36
MISSOURI	0.00	0.00	12.82	0.00	87.18
MONTANA	15.96	0.00	2.13	0.00	81.91
NEBRASKA	5.41	0.00	5.41	2.70	86.49
NEVADA	0.00	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	0.66	0.00	1.10	0.88	97.37
NEW JERSEY	0.00	1.56	6.25	4.69	87.50
NEW MEXICO	19.61	0.00	17.65	45.10	17.65
NEW YORK	0.87	2.25	33.93	20.01	42.93
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	12.86	0.00	0.00	2.86	84.29
OHIO	.	.	.	.	.
OKLAHOMA	16.33	0.00	18.37	0.00	65.31
OREGON	4.00	1.14	4.00	2.29	88.57
PENNSYLVANIA	0.00	1.04	8.59	1.82	88.54
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.66	1.65	13.20	12.54	71.95
SOUTH CAROLINA	0.00	0.00	57.41	1.85	40.74
SOUTH DAKOTA	30.30	0.00	0.76	0.00	68.94
TENNESSEE	0.00	2.27	25.00	0.00	72.73
TEXAS	8.82	2.94	11.76	5.88	70.59
UTAH	.	.	.	.	.
VERMONT	0.00	4.05	0.00	0.68	95.27
VIRGINIA	0.00	0.27	27.32	1.91	70.49
WASHINGTON	0.00	0.00	7.14	0.00	92.86
WEST VIRGINIA	0.00	0.00	7.14	0.00	92.86
WISCONSIN	3.33	0.00	15.00	1.67	80.00
WYOMING	1.56	0.00	0.00	3.13	95.31
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	. .	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	80.95	14.29	4.76
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.74	2.14	21.95	11.37	62.80
50 STATES, D.C. & P.R.	1.53	2.12	21.93	11.39	63.03

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Number of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
HOMEBOUND/HOSPITAL

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
	NUMBER					
ALABAMA	1	.	74	2	140	217
ALASKA	8	0	0	0	4	12
ARIZONA	19	0	10	44	116	189
ARKANSAS	2	0	85	2	96	185
CALIFORNIA	34	144	395	902	1,160	2,635
COLORADO	3	4	37	129	242	415
CONNECTICUT	0	1	22	12	79	114
DELAWARE	0	0	30	4	41	75
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	5	5	216	77	584	887
GEORGIA	0	0	53	1	83	137
HAWAII	2	115	3	5	29	154
IDAHO	1	1	1	4	42	49
ILLINOIS	1	1	69	17	327	415
INDIANA	0	0	86	15	471	572
IOWA	1	1	16	7	109	134
KANSAS	3	2	11	6	119	141
KENTUCKY	.	3	82	3	405	493
LOUISIANA	2	0	318	3	300	623
MAINE	1	0	1	1	127	130
MARYLAND	1	2	145	3	218	369
MASSACHUSETTS	2	12	94	94	733	935
MICHIGAN	4	2	113	4	431	554
MINNESOTA	9	2	28	6	166	211
MISSISSIPPI	0	0	189	1	193	383
MISSOURI	2	1	49	4	330	386
MONTANA	18	0	0	4	16	38
NEBRASKA	8	1	10	10	201	230
NEVADA	0	1	8	11	48	68
NEW HAMPSHIRE	0	0	2	1	33	36
NEW JERSEY	1	15	301	147	682	1,146
NEW MEXICO	21	1	4	152	113	291
NEW YORK	14	38	466	413	930	1,861
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	2	0	1	0	20	23
OHIO	3	9	399	34	1,744	2,189
OKLAHOMA	33	2	41	4	218	298
OREGON	3	0	16	8	195	222
PENNSYLVANIA	0	5	33	10	351	399
PUERTO RICO	0	0	0	811	0	811
RHODE ISLAND	2	3	11	11	169	196
SOUTH CAROLINA	0	0	169	1	195	365
SOUTH DAKOTA	8	0	0	1	10	19
TENNESSEE	2	3	350	8	1,220	1,583
TEXAS	26	51	876	1,414	2,336	4,703
UTAH	6	4	5	30	186	231
VERMONT	2	1	4	0	102	109
VIRGINIA	0	0	96	5	300	401
WASHINGTON	8	4	14	16	172	214
WEST VIRGINIA	0	0	20	0	173	193
WISCONSIN	4	4	32	7	179	226
WYOMING	3	0	2	0	26	31
AMERICAN SAMOA	0	4	0	0	0	4
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	3	0	0	1	4
PALAU	0	1	0	0	0	1
VIRGIN ISLANDS	0	0	8	1	0	9
BUR. OF INDIAN AFFAIRS	33	.	.	.	4	37
U.S. AND OUTLYING AREAS	298	446	4,995	4,445	16,169	26,353
50 STATES, D.C. & P.R.	265	438	4,987	4,444	16,164	26,298

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Percentage (Based on Environments Data) of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
HOMEBOUND/HOSPITAL

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.46	.	34.10	0.92	64.52
ALASKA	66.67	0.00	0.00	0.00	33.33
ARIZONA	10.05	0.00	5.29	23.28	61.38
ARKANSAS	1.08	0.00	45.95	1.08	51.89
CALIFORNIA	1.29	5.46	14.99	34.23	44.02
COLORADO	0.72	0.96	8.92	31.08	58.31
CONNECTICUT	0.00	0.88	19.30	10.53	69.30
DELAWARE	0.00	0.00	40.00	5.33	54.67
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.56	0.56	24.35	8.68	65.84
GEORGIA	0.00	0.00	38.69	0.73	60.58
HAWAII	1.30	74.68	1.95	3.25	18.83
IDAHO	2.04	2.04	2.04	8.16	85.71
ILLINOIS	0.24	0.24	16.63	4.10	78.80
INDIANA	0.00	0.00	15.03	2.62	82.34
IOWA	0.75	0.75	11.94	5.22	81.34
KANSAS	2.13	1.42	7.80	4.26	84.40
KENTUCKY	.	0.61	16.63	0.61	82.15
LOUISIANA	0.32	0.00	51.04	0.48	48.15
MAINE	0.77	0.00	0.77	0.77	97.69
MARYLAND	0.27	0.54	39.30	0.81	59.08
MASSACHUSETTS	0.21	1.28	10.05	10.05	78.40
MICHIGAN	0.72	0.36	20.40	0.72	77.80
MINNESOTA	4.27	0.95	13.27	2.84	78.67
MISSISSIPPI	0.00	0.00	49.35	0.26	50.39
MISSOURI	0.52	0.26	12.69	1.04	85.49
MONTANA	47.37	0.00	0.00	10.53	42.11
NEBRASKA	3.48	0.43	4.35	4.35	87.39
NEVADA	0.00	1.47	11.76	16.18	70.59
NEW HAMPSHIRE	0.00	0.00	5.56	2.78	91.67
NEW JERSEY	0.09	1.31	26.27	12.83	59.51
NEW MEXICO	7.22	0.34	1.37	52.23	38.83
NEW YORK	0.75	2.04	25.04	22.19	49.97
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	8.70	0.00	4.35	0.00	86.96
OHIO	0.14	0.41	18.23	1.55	79.67
OKLAHOMA	11.07	0.67	13.76	1.34	73.15
OREGON	1.35	0.00	7.21	3.60	87.84
PENNSYLVANIA	0.00	1.25	8.27	2.51	87.97
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	1.02	1.53	5.61	5.61	86.22
SOUTH CAROLINA	0.00	0.00	46.30	0.27	53.42
SOUTH DAKOTA	42.11	0.00	0.00	5.26	52.63
TENNESSEE	0.13	0.19	22.11	0.51	77.07
TEXAS	0.55	1.08	18.63	30.07	49.67
UTAH	2.60	1.73	2.16	12.99	80.52
VERMONT	1.83	0.92	3.67	0.00	93.58
VIRGINIA	0.00	0.00	23.94	1.25	74.81
WASHINGTON	3.74	1.87	6.54	7.48	80.37
WEST VIRGINIA	0.00	0.00	10.36	0.00	89.64
WISCONSIN	1.77	1.77	14.16	3.10	79.20
WYOMING	9.68	0.00	6.45	0.00	83.87
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	.	.	.	.	.
NORTHERN MARIANAS	0.00	75.00	0.00	0.00	25.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	88.89	11.11	0.00
BUR. OF INDIAN AFFAIRS	89.19	.	.	.	10.81
U.S. AND OUTLYING AREAS	1.13	1.69	18.95	16.87	61.36
50 STATES, D.C. & P.R.	1.01	1.67	18.96	16.90	61.46

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Number of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
CORRECTIONAL FACILITY

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	.	.	26	.	12	38
ALASKA	23	1	5	2	31	62
ARIZONA	7	0	39	99	81	226
ARKANSAS	1	0	20	1	4	26
CALIFORNIA	29	91	941	1,092	609	2,762
COLORADO	5	4	55	69	81	214
CONNECTICUT	2	4	168	131	71	376
DELAWARE	0	0	45	3	16	64
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	69	101	545	178	1,139	2,032
GEORGIA	0	0	325	6	199	530
HAWAII	0	40	1	0	11	52
IDAHO	4	0	0	17	43	64
ILLINOIS	3	1	507	82	220	813
INDIANA	0	1	164	13	257	435
IOWA	1	1	81	13	186	282
KANSAS	4	1	78	23	103	209
KENTUCKY	1	.	140	1	174	316
LOUISIANA	3	0	338	1	62	404
MAINE	.	.	.	.	.	.
MARYLAND	0	0	305	102	4	411
MASSACHUSETTS	0	3	19	20	152	194
MICHIGAN	0	7	138	7	205	357
MINNESOTA	14	0	18	1	34	67
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	2	2	414	7	315	740
MONTANA	13	0	0	0	12	25
NEBRASKA	2	2	8	12	20	44
NEVADA	2	0	34	17	34	87
NEW HAMPSHIRE	0	0	0	2	52	54
NEW JERSEY	0	10	586	179	128	903
NEW MEXICO	16	0	20	201	74	311
NEW YORK	1	1	261	121	31	415
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	3	0	0	1	7	11
OHIO	0	1	414	10	382	807
OKLAHOMA	10	0	30	6	53	99
OREGON	12	3	32	17	283	347
PENNSYLVANIA	5	2	304	88	363	762
PUERTO RICO	0	0	0	27	0	27
RHODE ISLAND	0	1	61	27	30	119
SOUTH CAROLINA	0	0	22	0	8	30
SOUTH DAKOTA	33	1	9	4	51	98
TENNESSEE	0	0	181	0	403	584
TEXAS	2	3	585	520	489	1,599
UTAH	1	9	5	19	87	121
VERMONT	0	0	0	0	18	18
VIRGINIA	1	0	328	13	161	503
WASHINGTON	28	9	76	33	300	446
WEST VIRGINIA	0	0	19	0	74	93
WISCONSIN	15	4	220	28	153	420
WYOMING	1	0	2	3	25	31
AMERICAN SAMOA	0	2	0	0	0	2
GUAM	0	4	0	0	0	4
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	7	0	0	7
BUR. OF INDIAN AFFAIRS	1	.	.	.	.	1
U.S. AND OUTLYING AREAS	314	309	7,576	3,196	7,247	18,642
50 STATES, D.C. & P.R.	313	303	7,569	3,196	7,247	18,628

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Percentage (Based on Environments Data) of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
CORRECTIONAL FACILITY

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	.	68.42	.	31.58
ALASKA	37.10	1.61	8.06	3.23	50.00
ARIZONA	3.10	0.00	17.26	43.81	35.84
ARKANSAS	3.85	0.00	76.92	3.85	15.38
CALIFORNIA	1.05	3.29	34.07	39.54	22.05
COLORADO	2.34	1.87	25.70	32.24	37.85
CONNECTICUT	0.53	1.06	44.68	34.84	18.88
DELAWARE	0.00	0.00	70.31	4.69	25.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	3.40	4.97	26.82	8.76	56.05
GEORGIA	0.00	0.00	61.32	1.13	37.55
HAWAII	0.00	76.92	1.92	0.00	21.15
IDAHO	6.25	0.00	0.00	26.56	67.19
ILLINOIS	0.37	0.12	62.36	10.09	27.06
INDIANA	0.00	0.23	37.70	2.99	59.08
IOWA	0.35	0.35	28.72	4.61	65.96
KANSAS	1.91	0.48	37.32	11.00	49.28
KENTUCKY	0.32	.	44.30	0.32	55.06
LOUISIANA	0.74	0.00	83.66	0.25	15.35
MAINE	.	.	.	.	.
MARYLAND	0.00	0.00	74.21	24.82	0.97
MASSACHUSETTS	0.00	1.55	9.79	10.31	78.35
MICHIGAN	0.00	1.96	38.66	1.96	57.42
MINNESOTA	20.90	0.00	26.87	1.49	50.75
MISSISSIPPI	.	.	.	.	.
MISSOURI	0.27	0.27	55.95	0.95	42.57
MONTANA	52.00	0.00	0.00	0.00	48.00
NEBRASKA	4.55	4.55	18.18	27.27	45.45
NEVADA	2.30	0.00	39.08	19.54	39.08
NEW HAMPSHIRE	0.00	0.00	0.00	3.70	96.30
NEW JERSEY	0.00	1.11	64.89	19.82	14.17
NEW MEXICO	5.14	0.00	6.43	64.63	23.79
NEW YORK	0.24	0.24	62.89	29.16	7.47
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	27.27	0.00	0.00	9.09	63.64
OHIO	0.00	0.12	51.30	1.24	47.34
OKLAHOMA	10.10	0.00	30.30	6.06	53.54
OREGON	3.46	0.86	9.22	4.90	81.56
PENNSYLVANIA	0.66	0.26	39.90	11.55	47.64
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.84	51.26	22.69	25.21
SOUTH CAROLINA	0.00	0.00	73.33	0.00	26.67
SOUTH DAKOTA	33.67	1.02	9.18	4.08	52.04
TENNESSEE	0.00	0.00	30.99	0.00	69.01
TEXAS	0.13	0.19	36.59	32.52	30.58
UTAH	0.83	7.44	4.13	15.70	71.90
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.20	0.00	65.21	2.58	32.01
WASHINGTON	6.28	2.02	17.04	7.40	67.26
WEST VIRGINIA	0.00	0.00	20.43	0.00	79.57
WISCONSIN	3.57	0.95	52.38	6.67	36.43
WYOMING	3.23	0.00	6.45	9.68	80.65
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.
U.S. AND OUTLYING AREAS	1.68	1.66	40.64	17.14	38.87
50 STATES, D.C. & P.R.	1.68	1.63	40.63	17.16	38.90

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Number of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES

CHILDREN WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	.	4	42	.	128	174
ALASKA	3	0	0	0	5	8
ARIZONA	.	.	.	.	.	.
ARKANSAS	1	0	7	0	73	81
CALIFORNIA	5	73	35	124	711	948
COLORADO	0	0	0	0	0	0
CONNECTICUT	1	9	95	68	942	1,115
DELAWARE	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.
HAWAII	2	83	6	11	21	123
IDAHO	1	0	0	0	75	76
ILLINOIS	1	21	168	162	2,655	3,007
INDIANA	0	0	518	86	3,713	4,317
IOWA	3	10	14	13	928	968
KANSAS	4	8	43	52	669	776
KENTUCKY	.	4	17	.	472	493
LOUISIANA	1	8	252	22	1,617	1,900
MAINE	.	.	.	.	.	.
MARYLAND	0	3	14	1	147	165
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	13	189	598	68	1,859	2,727
MINNESOTA	11	12	19	12	1,656	1,710
MISSISSIPPI	0	0	46	4	354	404
MISSOURI	1	3	41	13	1,025	1,083
MONTANA	10	0	5	0	1	16
NEBRASKA	9	6	24	11	750	800
NEVADA	0	0	0	10	49	59
NEW HAMPSHIRE	2	0	1	12	571	586
NEW JERSEY	14	406	1,276	1,172	9,333	12,201
NEW MEXICO	7	4	3	47	92	153
NEW YORK	.	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	8	3	3	5	318	337
OHIO	5	46	924	146	8,475	9,596
OKLAHOMA	.	.	.	.	.	.
OREGON	.	.	.	.	.	.
PENNSYLVANIA	0	1	3	12	447	463
PUERTO RICO	0	0	0	810	0	810
RHODE ISLAND	2	3	15	14	524	558
SOUTH CAROLINA	0	0	2	0	18	20
SOUTH DAKOTA	5	0	0	0	164	169
TENNESSEE	.	.	.	.	.	.
TEXAS	.	.	.	.	.	.
UTAH	0	0	0	2	4	6
VERMONT	0	1	0	0	50	51
VIRGINIA	1	6	23	181	410	621
WASHINGTON	23	42	33	35	604	737
WEST VIRGINIA	0	2	15	0	450	467
WISCONSIN	5	11	52	22	971	1,061
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	8	0	0	0	8
GUAM	1	11	0	0	2	14
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	.	.	.	.	0
U.S. AND OUTLYING AREAS	139	977	4,294	3,115	40,283	48,808
50 STATES, D.C. & P.R.	138	958	4,294	3,115	40,281	48,786

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Percentage (Based on Environments Data) of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES

CHILDREN WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	.	2.30	24.14	.	73.56
ALASKA	37.50	0.00	0.00	0.00	62.50
ARIZONA	.	.	.	.	.
ARKANSAS	1.23	0.00	8.64	0.00	90.12
CALIFORNIA	0.53	7.70	3.69	13.08	75.00
COLORADO	.	.	.	.	.
CONNECTICUT	0.09	0.81	8.52	6.10	84.48
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	1.63	67.48	4.88	8.94	17.07
IDAHO	1.32	0.00	0.00	0.00	98.68
ILLINOIS	0.03	0.70	5.59	5.39	88.29
INDIANA	0.00	0.00	12.00	1.99	86.01
IOWA	0.31	1.03	1.45	1.34	95.87
KANSAS	0.52	1.03	5.54	6.70	86.21
KENTUCKY	.	0.81	3.45	.	95.74
LOUISIANA	0.05	0.42	13.26	1.16	85.11
MAINE	.	.	.	.	.
MARYLAND	0.00	1.82	8.48	0.61	89.09
MASSACHUSETTS	.	.	.	.	.
MICHIGAN	0.48	6.93	21.93	2.49	68.17
MINNESOTA	0.64	0.70	1.11	0.70	96.84
MISSISSIPPI	0.00	0.00	11.39	0.99	87.62
MISSOURI	0.09	0.28	3.79	1.20	94.64
MONTANA	62.50	0.00	31.25	0.00	6.25
NEBRASKA	1.13	0.75	3.00	1.38	93.75
NEVADA	0.00	0.00	0.00	16.95	83.05
NEW HAMPSHIRE	0.34	0.00	0.17	2.05	97.44
NEW JERSEY	0.11	3.33	10.46	9.61	76.49
NEW MEXICO	4.58	2.61	1.96	30.72	60.13
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	2.37	0.89	0.89	1.48	94.36
OHIO	0.05	0.48	9.63	1.52	88.32
OKLAHOMA	.	.	.	.	.
OREGON	.	.	.	.	.
PENNSYLVANIA	0.00	0.22	0.65	2.59	96.54
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.36	0.54	2.69	2.51	93.91
SOUTH CAROLINA	0.00	0.00	10.00	0.00	90.00
SOUTH DAKOTA	2.96	0.00	0.00	0.00	97.04
TENNESSEE	.	.	.	.	.
TEXAS	.	.	.	.	.
UTAH	0.00	0.00	0.00	33.33	66.67
VERMONT	0.00	1.96	0.00	0.00	98.04
VIRGINIA	0.16	0.97	3.70	29.15	66.02
WASHINGTON	3.12	5.70	4.48	4.75	81.95
WEST VIRGINIA	0.00	0.43	3.21	0.00	96.36
WISCONSIN	0.47	1.04	4.90	2.07	91.52
WYOMING	.	.	.	.	.
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	7.14	78.57	0.00	0.00	14.29
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.28	2.00	8.80	6.38	82.53
50 STATES, D.C. & P.R.	0.28	1.96	8.80	6.39	82.57

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Number of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
TOTAL

	NUMBER					
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	TOTAL
ALABAMA	637	546	40,450	551	70,679	112,863
ALASKA	5,009	457	935	449	9,101	15,951
ARIZONA	6,521	639	4,447	24,243	43,787	79,637
ARKANSAS	259	106	13,756	690	35,622	50,433
CALIFORNIA	5,204	29,039	73,366	220,394	238,811	566,814
COLORADO	830	904	5,142	13,779	46,573	67,228
CONNECTICUT	231	599	11,100	9,628	47,739	69,297
DELAWARE	30	82	5,844	705	7,908	14,569
DISTRICT OF COLUMBIA	1	21	5,731	260	299	6,312
FLORIDA	831	2,152	92,840	42,635	174,143	312,601
GEORGIA	157	996	54,820	2,941	81,706	140,620
HAWAII	187	14,195	377	569	3,599	18,927
IDAHO	501	118	145	2,463	20,773	24,000
ILLINOIS	227	2,645	60,470	25,970	165,310	254,622
INDIANA	199	353	16,515	2,243	113,471	132,781
IOWA	365	479	3,657	1,544	59,336	65,381
KANSAS	575	381	5,354	3,044	42,138	51,492
KENTUCKY	26	161	9,899	330	62,396	72,812
LOUISIANA	507	273	45,379	681	38,907	85,747
MAINE	126	106	272	204	29,724	30,432
MARYLAND	374	1,583	40,491	3,526	56,000	101,974
MASSACHUSETTS	309	1,997	15,358	15,511	120,407	153,582
MICHIGAN	1,667	3,576	36,324	5,097	142,756	189,420
MINNESOTA	3,062	2,472	7,964	2,586	78,783	94,867
MISSISSIPPI	73	135	31,056	141	24,327	55,732
MISSOURI	234	426	24,023	1,178	96,006	121,867
MONTANA	2,944	265	6	14	13,839	17,068
NEBRASKA	1,008	346	3,852	2,378	34,207	41,791
NEVADA	745	728	4,587	5,248	18,480	29,788
NEW HAMPSHIRE	44	83	161	296	24,722	25,306
NEW JERSEY	235	3,945	39,252	24,424	114,050	181,906
NEW MEXICO	4,978	243	1,438	23,575	16,746	46,980
NEW YORK	1,953	7,833	97,049	78,816	213,453	399,104
NORTH CAROLINA	0	0	0	0	0	
NORTH DAKOTA	1,015	96	120	176	10,577	11,984
OHIO	297	888	38,592	3,300	168,506	211,583
OKLAHOMA	10,563	318	10,462	2,823	50,318	74,484
OREGON	1,420	992	2,062	4,680	56,368	65,522
PENNSYLVANIA	400	1,500	32,231	9,563	164,157	207,851
PUERTO RICO	40	1	2	48,547	9	48,599
RHODE ISLAND	97	227	1,625	2,315	21,137	25,401
SOUTH CAROLINA	118	212	43,410	587	43,771	88,098
SOUTH DAKOTA	2,060	82	185	135	11,076	13,538
TENNESSEE	109	369	29,799	680	87,025	117,982
TEXAS	1,629	3,802	80,750	159,235	203,623	449,039
UTAH	1,343	750	653	4,107	42,671	49,524
VERMONT	33	57	106	31	11,256	11,483
VIRGINIA	251	2,294	40,380	7,098	89,477	139,500
WASHINGTON	3,978	3,585	7,020	9,359	78,403	102,345
WEST VIRGINIA	45	80	2,105	126	42,277	44,633
WISCONSIN	1,764	1,684	12,422	3,433	83,316	102,619
WYOMING	440	48	165	812	10,221	11,686
AMERICAN SAMOA	0	526	0	0	0	526
GUAM	2	1,855	10	14	38	1,919
NORTHERN MARIANAS	0	422	0	0	1	423
PALAU	0	107	2	0	0	109
VIRGIN ISLANDS	0	0	1,386	175	23	1,584
BUR. OF INDIAN AFFAIRS	5,663	1	4	6	28	5,702
U.S. AND OUTLYING AREAS	71,316	97,780	1,055,551	773,315	3,420,076	5,418,038
50 STATES, D.C. & P.R.	65,651	94,869	1,054,149	773,120	3,419,986	5,407,775

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB10

Percentage (Based on Environments Data) of Children Ages 6-21 Served in Different Educational Environments by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ALL DISABILITIES
TOTAL

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.56	0.48	35.84	0.49	62.62
ALASKA	31.40	2.87	5.86	2.81	57.06
ARIZONA	8.19	0.80	5.58	30.44	54.98
ARKANSAS	0.51	0.21	27.28	1.37	70.63
CALIFORNIA	0.92	5.12	12.94	38.88	42.13
COLORADO	1.23	1.34	7.65	20.50	69.28
CONNECTICUT	0.33	0.86	16.02	13.89	68.89
DELAWARE	0.21	0.56	40.11	4.84	54.28
DISTRICT OF COLUMBIA	0.02	0.33	90.80	4.12	4.74
FLORIDA	0.27	0.69	29.70	13.64	55.71
GEORGIA	0.11	0.71	38.98	2.09	58.10
HAWAII	0.99	75.00	1.99	3.01	19.02
IDAHO	2.09	0.49	0.60	10.26	86.55
ILLINOIS	0.09	1.04	23.75	10.20	64.92
INDIANA	0.15	0.27	12.44	1.69	85.46
IOWA	0.56	0.73	5.59	2.36	90.75
KANSAS	1.12	0.74	10.40	5.91	81.83
KENTUCKY	0.04	0.22	13.60	0.45	85.69
LOUISIANA	0.59	0.32	52.92	0.79	45.37
MAINE	0.41	0.35	0.89	0.67	97.67
MARYLAND	0.37	1.55	39.71	3.46	54.92
MASSACHUSETTS	0.20	1.30	10.00	10.10	78.40
MICHIGAN	0.88	1.89	19.18	2.69	75.36
MINNESOTA	3.23	2.61	8.39	2.73	83.05
MISSISSIPPI	0.13	0.24	55.72	0.25	43.65
MISSOURI	0.19	0.35	19.71	0.97	78.78
MONTANA	17.25	1.55	0.04	0.08	81.08
NEBRASKA	2.41	0.83	9.22	5.69	81.85
NEVADA	2.50	2.44	15.40	17.62	62.04
NEW HAMPSHIRE	0.17	0.33	0.64	1.17	97.69
NEW JERSEY	0.13	2.17	21.58	13.43	62.70
NEW MEXICO	10.60	0.52	3.06	50.18	35.64
NEW YORK	0.49	1.96	24.32	19.75	53.48
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	8.47	0.80	1.00	1.47	88.26
OHIO	0.14	0.42	18.24	1.56	79.64
OKLAHOMA	14.18	0.43	14.05	3.79	67.56
OREGON	2.17	1.51	3.15	7.14	86.03
PENNSYLVANIA	0.19	0.72	15.51	4.60	78.98
PUERTO RICO	0.08	0.00	0.00	99.89	0.02
RHODE ISLAND	0.38	0.89	6.40	9.11	83.21
SOUTH CAROLINA	0.13	0.24	49.27	0.67	49.68
SOUTH DAKOTA	15.22	0.61	1.37	1.00	81.81
TENNESSEE	0.09	0.31	25.26	0.58	73.76
TEXAS	0.36	0.85	17.98	35.46	45.35
UTAH	2.71	1.51	1.32	8.29	86.16
VERMONT	0.29	0.50	0.92	0.27	98.02
VIRGINIA	0.18	1.64	28.95	5.09	64.14
WASHINGTON	3.89	3.50	6.86	9.14	76.61
WEST VIRGINIA	0.10	0.18	4.72	0.28	94.72
WISCONSIN	1.72	1.64	12.10	3.35	81.19
WYOMING	3.77	0.41	1.41	6.95	87.46
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.10	96.66	0.52	0.73	1.98
NORTHERN MARIANAS	0.00	99.76	0.00	0.00	0.24
PALAU	0.00	98.17	1.83	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	87.50	11.05	1.45
BUR. OF INDIAN AFFAIRS	99.32	0.02	0.07	0.11	0.49
U.S. AND OUTLYING AREAS	1.32	1.80	19.48	14.27	63.12
50 STATES, D.C. & P.R.	1.21	1.75	19.49	14.30	63.24

Data based on the December 1, 1998 count, updated as of September 25, 2000.
Percentages are based on the counts of children with disabilities for whom race/ethnicity were provided.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB11

Number of Children Ages 3-21 Served in Correctional Facilities and Parent-Initiated Private Schools by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

AMERICAN INDIAN/ALASKA NATIVE
ALL DISABILITIES

	NUMBER	
STATE	CORRECTIONAL FACILITY	PRIVATE SCHOOLS NOT PLACED
ALABAMA	.	.
ALASKA	23	3
ARIZONA	7	.
ARKANSAS	1	1
CALIFORNIA	29	5
COLORADO	5	0
CONNECTICUT	2	1
DELAWARE	0	.
DISTRICT OF COLUMBIA	0	0
FLORIDA	69	.
GEORGIA	0	.
HAWAII	0	2
IDAHO	4	1
ILLINOIS	3	1
INDIANA	0	0
IOWA	1	3
KANSAS	4	4
KENTUCKY	1	.
LOUISIANA	3	1
MAINE	.	.
MARYLAND	0	0
MASSACHUSETTS	0	.
MICHIGAN	0	13
MINNESOTA	14	11
MISSISSIPPI	0	0
MISSOURI	2	1
MONTANA	13	10
NEBRASKA	2	9
NEVADA	2	0
NEW HAMPSHIRE	0	2
NEW JERSEY	0	14
NEW MEXICO	16	7
NEW YORK	1	.
NORTH CAROLINA	.	.
NORTH DAKOTA	3	8
OHIO	0	5
OKLAHOMA	10	.
OREGON	12	.
PENNSYLVANIA	5	0
PUERTO RICO	0	0
RHODE ISLAND	0	2
SOUTH CAROLINA	0	0
SOUTH DAKOTA	33	5
TENNESSEE	0	.
TEXAS	2	.
UTAH	1	0
VERMONT	0	0
VIRGINIA	1	1
WASHINGTON	28	23
WEST VIRGINIA	0	0
WISCONSIN	15	5
WYOMING	1	0
AMERICAN SAMOA	0	0
GUAM	0	1
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	1	0
U.S. AND OUTLYING AREAS	314	139
50 STATES, D.C. & P.R.	313	138

Please see data notes for an explanation of individual State differences.
The number of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.
Data based on the December 1, 1997 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB11

Number of Children Ages 3-21 Served in Correctional Facilities and Parent-Initiated Private Schools by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

ASIAN/PACIFIC ISLANDER
ALL DISABILITIES

STATE	NUMBER CORRECTIONAL FACILITY	 PRIVATE SCHOOLS NOT PLACED
ALABAMA	.	4
ALASKA	1	0
ARIZONA	0	.
ARKANSAS	0	0
CALIFORNIA	91	73
COLORADO	4	0
CONNECTICUT	4	9
DELAWARE	0	.
DISTRICT OF COLUMBIA	0	0
FLORIDA	101	.
GEORGIA	0	.
HAWAII	40	83
IDAHO	0	0
ILLINOIS	1	21
INDIANA	1	0
IOWA	1	10
KANSAS	1	8
KENTUCKY	.	4
LOUISIANA	0	8
MAINE	.	.
MARYLAND	0	3
MASSACHUSETTS	1	.
MICHIGAN	7	189
MINNESOTA	0	12
MISSISSIPPI	0	0
MISSOURI	2	3
MONTANA	0	0
NEBRASKA	2	6
NEVADA	0	0
NEW HAMPSHIRE	0	0
NEW JERSEY	10	406
NEW MEXICO	0	4
NEW YORK	1	.
NORTH CAROLINA	.	.
NORTH DAKOTA	0	3
OHIO	1	46
OKLAHOMA	0	.
OREGON	3	.
PENNSYLVANIA	2	1
PUERTO RICO	0	0
RHODE ISLAND	1	3
SOUTH CAROLINA	0	0
SOUTH DAKOTA	1	0
TENNESSEE	0	.
TEXAS	3	.
UTAH	9	0
VERMONT	0	1
VIRGINIA	0	6
WASHINGTON	9	42
WEST VIRGINIA	0	2
WISCONSIN	4	11
WYOMING	0	0
AMERICAN SAMOA	2	8
GUAM	4	11
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	309	977
50 STATES, D.C. & P.R.	303	958

Please see data notes for an explanation of individual State differences.
The number of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.
Data based on the December 1, 1997 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB11

Number of Children Ages 3-21 Served in Correctional Facilities and Parent-Initiated Private Schools by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

BLACK
ALL DISABILITIES

STATE	NUMBER CORRECTIONAL FACILITY	 PRIVATE SCHOOLS NOT PLACED
ALABAMA	26	42
ALASKA	5	0
ARIZONA	39	.
ARKANSAS	20	7
CALIFORNIA	941	35
COLORADO	55	0
CONNECTICUT	168	95
DELAWARE	45	.
DISTRICT OF COLUMBIA	0	0
FLORIDA	545	.
GEORGIA	325	.
HAWAII	1	6
IDAHO	0	0
ILLINOIS	507	168
INDIANA	164	518
IOWA	81	14
KANSAS	78	43
KENTUCKY	140	17
LOUISIANA	338	252
MAINE	.	.
MARYLAND	305	14
MASSACHUSETTS	19	.
MICHIGAN	138	598
MINNESOTA	18	19
MISSISSIPPI	0	46
MISSOURI	414	41
MONTANA	0	5
NEBRASKA	8	24
NEVADA	34	0
NEW HAMPSHIRE	0	1
NEW JERSEY	586	1,276
NEW MEXICO	20	3
NEW YORK	261	.
NORTH CAROLINA	.	.
NORTH DAKOTA	0	3
OHIO	414	924
OKLAHOMA	30	.
OREGON	32	.
PENNSYLVANIA	304	3
PUERTO RICO	0	0
RHODE ISLAND	61	15
SOUTH CAROLINA	22	2
SOUTH DAKOTA	9	0
TENNESSEE	181	.
TEXAS	585	.
UTAH	5	0
VERMONT	0	0
VIRGINIA	328	23
WASHINGTON	76	33
WEST VIRGINIA	19	15
WISCONSIN	220	52
WYOMING	2	0
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	7	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	7,576	4,294
50 STATES, D.C. & P.R.	7,569	4,294

Please see data notes for an explanation of individual State differences.
The number of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.
Data based on the December 1, 1997 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB11

Number of Children Ages 3-21 Served in Correctional Facilities and Parent-Initiated Private Schools by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

HISPANIC
ALL DISABILITIES

STATE	NUMBER CORRECTIONAL FACILITY	NUMBER PRIVATE SCHOOLS NOT PLACED
ALABAMA	.	.
ALASKA	2	0
ARIZONA	99	.
ARKANSAS	1	0
CALIFORNIA	1,092	124
COLORADO	69	0
CONNECTICUT	131	68
DELAWARE	3	.
DISTRICT OF COLUMBIA	0	0
FLORIDA	178	.
GEORGIA	6	.
HAWAII	0	11
IDAHO	17	0
ILLINOIS	82	162
INDIANA	13	86
IOWA	13	13
KANSAS	23	52
KENTUCKY	1	.
LOUISIANA	1	22
MAINE	.	.
MARYLAND	102	1
MASSACHUSETTS	20	.
MICHIGAN	7	68
MINNESOTA	1	12
MISSISSIPPI	0	4
MISSOURI	7	13
MONTANA	0	0
NEBRASKA	12	11
NEVADA	17	10
NEW HAMPSHIRE	2	12
NEW JERSEY	179	1,172
NEW MEXICO	201	47
NEW YORK	121	.
NORTH CAROLINA	.	.
NORTH DAKOTA	1	5
OHIO	10	146
OKLAHOMA	6	.
OREGON	17	.
PENNSYLVANIA	88	12
PUERTO RICO	27	810
RHODE ISLAND	27	14
SOUTH CAROLINA	0	0
SOUTH DAKOTA	4	0
TENNESSEE	0	.
TEXAS	520	.
UTAH	19	2
VERMONT	0	0
VIRGINIA	13	181
WASHINGTON	33	35
WEST VIRGINIA	0	0
WISCONSIN	28	22
WYOMING	3	0
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	3,196	3,115
50 STATES, D.C. & P.R.	3,196	3,115

Please see data notes for an explanation of individual State differences.
The number of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.
Data based on the December 1, 1997 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB11

Number of Children Ages 3-21 Served in Correctional Facilities and Parent-Initiated Private Schools by Race/Ethnicity Under IDEA, Part B, During the 1998-99 School Year

WHITE
ALL DISABILITIES

STATE	NUMBER CORRECTIONAL FACILITY	NUMBER PRIVATE SCHOOLS NOT PLACED
ALABAMA	12	128
ALASKA	31	5
ARIZONA	81	.
ARKANSAS	4	73
CALIFORNIA	609	711
COLORADO	81	0
CONNECTICUT	71	942
DELAWARE	16	.
DISTRICT OF COLUMBIA	0	0
FLORIDA	1,139	.
GEORGIA	199	.
HAWAII	11	21
IDAHO	43	75
ILLINOIS	220	2,655
INDIANA	257	3,713
IOWA	186	928
KANSAS	103	669
KENTUCKY	174	472
LOUISIANA	62	1,617
MAINE	.	.
MARYLAND	4	147
MASSACHUSETTS	152	.
MICHIGAN	205	1,859
MINNESOTA	34	1,656
MISSISSIPPI	0	354
MISSOURI	315	1,025
MONTANA	12	1
NEBRASKA	20	750
NEVADA	34	49
NEW HAMPSHIRE	52	571
NEW JERSEY	128	9,333
NEW MEXICO	74	92
NEW YORK	31	.
NORTH CAROLINA	.	.
NORTH DAKOTA	7	318
OHIO	382	8,475
OKLAHOMA	53	.
OREGON	283	.
PENNSYLVANIA	363	447
PUERTO RICO	0	0
RHODE ISLAND	30	524
SOUTH CAROLINA	8	18
SOUTH DAKOTA	51	164
TENNESSEE	403	.
TEXAS	489	.
UTAH	87	4
VERMONT	18	50
VIRGINIA	161	410
WASHINGTON	300	604
WEST VIRGINIA	74	450
WISCONSIN	153	971
WYOMING	25	0
AMERICAN SAMOA	0	0
GUAM	0	2
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	7,247	40,283
50 STATES, D.C. & P.R.	7,247	40,281

Please see data notes for an explanation of individual State differences.
The number of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.
Data based on the December 1, 1997 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC1

Total Number of Teachers Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-5 with Disabilities, During the 1998-99 School Year

STATE	-------EMPLOYED------- FULLY CERTIFIED	NOT FULLY CERTIFIED	TOTAL EMPLOYED
ALABAMA	605	16	621
ALASKA	58	0	58
ARIZONA	742	65	807
ARKANSAS	299	117	416
CALIFORNIA	1,884	190	2,075
COLORADO	162	36	198
CONNECTICUT	.	.	0
DELAWARE	107	1	108
DISTRICT OF COLUMBIA	.	.	0
FLORIDA	1,583	70	1,653
GEORGIA	419	1	420
HAWAII	135	23	158
IDAHO	119	6	126
ILLINOIS	1,010	41	1,050
INDIANA	544	32	576
IOWA	373	17	390
KANSAS	399	.	399
KENTUCKY	228	36	264
LOUISIANA	562	249	811
MAINE	169	0	169
MARYLAND	343	20	363
MASSACHUSETTS	613	.	613
MICHIGAN	748	94	842
MINNESOTA	701	38	739
MISSISSIPPI	264	22	286
MISSOURI	530	93	623
MONTANA	76	7	83
NEBRASKA	90	3	93
NEVADA	242	12	253
NEW HAMPSHIRE	78	17	95
NEW JERSEY	962	17	979
NEW MEXICO	189	26	215
NEW YORK	1,703	817	2,520
NORTH CAROLINA	624	102	726
NORTH DAKOTA	69	7	77
OHIO	1,323	0	1,323
OKLAHOMA	249	2	252
OREGON	140	10	150
PENNSYLVANIA	1,312	23	1,335
PUERTO RICO	98	0	98
RHODE ISLAND	136	5	140
SOUTH CAROLINA	2,310	7	2,317
SOUTH DAKOTA	97	1	99
TENNESSEE	295	1	296
TEXAS	487	57	544
UTAH	160	24	184
VERMONT	94	3	96
VIRGINIA	1,216	244	1,460
WASHINGTON	479	7	486
WEST VIRGINIA	187	23	209
WISCONSIN	634	39	673
WYOMING	68	11	79
AMERICAN SAMOA	1	8	9
GUAM	6	0	6
NORTHERN MARIANAS	2	0	2
PALAU	1	1	2
VIRGIN ISLANDS	83	60	143
BUR. OF INDIAN AFFAIRS	161	33	194
U.S. AND OUTLYING AREAS	26,173	2,731	28,904
50 STATES, D.C. & P.R.	25,919	2,629	28,548

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC2

Total Number of Teachers Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 6-21 with Disabilities, During the 1998-99 School Year

	EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	TOTAL EMPLOYED
ALABAMA	5,704	160	5,864
ALASKA	1,016	48	1,064
ARIZONA	4,001	280	4,281
ARKANSAS	2,866	137	3,002
CALIFORNIA	21,827	5,747	27,573
COLORADO	3,243	664	3,908
CONNECTICUT	5,358	0	5,358
DELAWARE	1,354	218	1,572
DISTRICT OF COLUMBIA	527	0	527
FLORIDA	14,492	2,303	16,795
GEORGIA	9,982	221	10,203
HAWAII	1,102	365	1,467
IDAHO	976	33	1,008
ILLINOIS	19,276	1,008	20,284
INDIANA	5,685	665	6,350
IOWA	4,535	603	5,138
KANSAS	3,341	0	3,341
KENTUCKY	4,678	557	5,235
LOUISIANA	5,485	2,601	8,086
MAINE	2,001	184	2,185
MARYLAND	6,545	805	7,350
MASSACHUSETTS	10,156	0	10,156
MICHIGAN	11,900	951	12,851
MINNESOTA	6,428	704	7,132
MISSISSIPPI	3,663	357	4,020
MISSOURI	7,911	503	8,414
MONTANA	601	59	661
NEBRASKA	2,212	16	2,227
NEVADA	1,782	30	1,812
NEW HAMPSHIRE	1,605	255	1,860
NEW JERSEY	14,722	225	14,947
NEW MEXICO	3,439	356	3,795
NEW YORK	27,114	7,167	34,281
NORTH CAROLINA	7,768	1,022	8,790
NORTH DAKOTA	687	40	728
OHIO	13,556	620	14,177
OKLAHOMA	3,898	55	3,954
OREGON	2,627	115	2,742
PENNSYLVANIA	13,490	19	13,509
PUERTO RICO	2,873	0	2,873
RHODE ISLAND	1,558	13	1,571
SOUTH CAROLINA	4,543	327	4,870
SOUTH DAKOTA	843	9	852
TENNESSEE	4,636	56	4,692
TEXAS	21,008	3,495	24,503
UTAH	2,309	102	2,411
VERMONT	833	6	838
VIRGINIA	10,038	1,505	11,543
WASHINGTON	4,493	45	4,538
WEST VIRGINIA	2,329	338	2,667
WISCONSIN	6,831	284	7,116
WYOMING	1,226	1,237	2,463
AMERICAN SAMOA	17	65	82
GUAM	135	14	149
NORTHERN MARIANAS	22	18	40
PALAU	6	21	27
VIRGIN ISLANDS	83	60	143
BUR. OF INDIAN AFFAIRS	309	46	355
U.S. AND OUTLYING AREAS	321,645	36,735	358,380
50 STATES, D.C. & P.R.	321,074	36,511	357,585

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

	SCHOOL SOCIAL WORKERS		OCCUPATIONAL THERAPISTS	
	EMPLOYED		EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	20	0	59	0
ALASKA	1	0	29	1
ARIZONA	102	1	125	4
ARKANSAS	2	4	28	24
CALIFORNIA	117	13	232	1
COLORADO	303	15	194	5
CONNECTICUT	602	.	.	.
DELAWARE	.	.	2	1
DISTRICT OF COLUMBIA	62	0	2	0
FLORIDA	601	0	408	0
GEORGIA	102	0	92	0
HAWAII	33	0	35	0
IDAHO	47	1	12	0
ILLINOIS	2,348	245	511	.
INDIANA	70	4	149	4
IOWA	203	0	74	0
KANSAS	222	.	132	.
KENTUCKY	11	1	110	8
LOUISIANA	263	8	115	0
MAINE	199	1	92	0
MARYLAND	360	23	197	0
MASSACHUSETTS	807	.	399	.
MICHIGAN	1,174	149	420	5
MINNESOTA	661	1	413	0
MISSISSIPPI	75	.	56	.
MISSOURI	91	1	138	0
MONTANA	9	3	19	3
NEBRASKA	2	1	29	0
NEVADA	7	0	35	0
NEW HAMPSHIRE	36	6	143	0
NEW JERSEY	1,518	9	568	1
NEW MEXICO	241	4	235	3
NEW YORK	2,848	407	1,793	0
NORTH CAROLINA	169	6	221	0
NORTH DAKOTA	43	1	34	0
OHIO	0	0	327	13
OKLAHOMA	4	0	56	0
OREGON	49	2	108	1
PENNSYLVANIA	168	0	325	0
PUERTO RICO	113	0	12	0
RHODE ISLAND	126	2	74	0
SOUTH CAROLINA	51	4	96	1
SOUTH DAKOTA	9	0	52	0
TENNESSEE	29	0	124	0
TEXAS	63	14	272	.
UTAH	23	0	32	2
VERMONT	39	1	24	1
VIRGINIA	446	19	232	8
WASHINGTON	53	3	313	4
WEST VIRGINIA	2	0	41	1
WISCONSIN	486	6	348	6
WYOMING	64	0	26	0
AMERICAN SAMOA	0	0	0	0
GUAM	6	0	3	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	5	0	3	0
BUR. OF INDIAN AFFAIRS	22	5	11	1
U.S. AND OUTLYING AREAS	15,105	959	9,578	98
50 STATES, D.C. & P.R	15,071	954	9,561	97

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

STATE	RECREATION AND THERAPEUTIC RECREATION SPECIALISTS EMPLOYED FULLY CERTIFIED	RECREATION AND THERAPEUTIC RECREATION SPECIALISTS EMPLOYED NOT FULLY CERTIFIED	PHYSICAL THERAPISTS EMPLOYED FULLY CERTIFIED	PHYSICAL THERAPISTS EMPLOYED NOT FULLY CERTIFIED
ALABAMA	11	2	39	0
ALASKA	1	0	52	1
ARIZONA	3	36	63	2
ARKANSAS	0	0	27	15
CALIFORNIA	0	0	38	0
COLORADO	.	.	59	3
CONNECTICUT	.	.	.	.
DELAWARE	.	.	5	1
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	10	0	224	0
GEORGIA	23	6	49	0
HAWAII	0	0	9	0
IDAHO	.	.	6	0
ILLINOIS	8	.	285	0
INDIANA	21	1	108	2
IOWA	5	0	37	0
KANSAS	0	.	63	.
KENTUCKY	6	0	73	5
LOUISIANA	1	0	69	0
MAINE	0	0	63	0
MARYLAND	8	6	110	0
MASSACHUSETTS	.	.	180	.
MICHIGAN	17	0	249	5
MINNESOTA	.	.	125	0
MISSISSIPPI	18	.	71	.
MISSOURI	.	.	65	.
MONTANA	0	0	14	2
NEBRASKA	.	.	22	0
NEVADA	6	0	33	0
NEW HAMPSHIRE	8	1	51	0
NEW JERSEY	8	32	358	1
NEW MEXICO	8	1	112	1
NEW YORK	65	0	1,090	0
NORTH CAROLINA	22	0	137	0
NORTH DAKOTA	.	.	21	0
OHIO	0	0	239	4
OKLAHOMA	4	0	67	0
OREGON	7	3	59	0
PENNSYLVANIA	11	3	244	0
PUERTO RICO	0	0	2	0
RHODE ISLAND	0	0	37	0
SOUTH CAROLINA	6	2	56	0
SOUTH DAKOTA	2	0	42	0
TENNESSEE	5	0	79	0
TEXAS	5	.	132	.
UTAH	2	0	21	1
VERMONT	0	0	12	1
VIRGINIA	0	0	160	3
WASHINGTON	0	0	150	1
WEST VIRGINIA	0	0	31	0
WISCONSIN	.	.	214	4
WYOMING	0	0	8	0
AMERICAN SAMOA	0	0	0	1
GUAM	0	2	2	0
NORTHERN MARIANAS	0	0	1	1
PALAU	0	0	1	0
VIRGIN ISLANDS	0	0	2	0
BUR. OF INDIAN AFFAIRS	28	0	4	0
U.S. AND OUTLYING AREAS	319	95	5,467	55
50 STATES, D.C. & P.R	291	93	5,457	53

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

	TEACHER AIDES EMPLOYED		PHYSICAL EDUCATION TEACHERS EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	2,530	383	143	4
ALASKA	4	915	4	1
ARIZONA	2,055	1,732	127	4
ARKANSAS	1,407	0	4	0
CALIFORNIA	25,523	7,438	822	77
COLORADO	3,953	.	48	2
CONNECTICUT	5,512	.	.	.
DELAWARE	649	0	.	.
DISTRICT OF COLUMBIA	209	0	.	.
FLORIDA	12,016	0	156	10
GEORGIA	5,785	5	47	0
HAWAII	859	22	3	0
IDAHO	1,700	0	4	.
ILLINOIS	21,014	0	208	1
INDIANA	5,614	0	18	1
IOWA	3,876	0	24	0
KANSAS	7,291	.	53	.
KENTUCKY	2,300	1,073	58	0
LOUISIANA	6,490	0	333	29
MAINE	2,794	30	29	1
MARYLAND	4,903	0	120	19
MASSACHUSETTS	10,344	.	137	.
MICHIGAN	3,111	0	92	4
MINNESOTA	9,176	.	289	59
MISSISSIPPI	1,033	.	110	.
MISSOURI	5,993	.	26	.
MONTANA	999	0	8	1
NEBRASKA	2,301	19	.	.
NEVADA	1,085	207	45	0
NEW HAMPSHIRE	3,701	811	42	1
NEW JERSEY	11,493	0	308	5
NEW MEXICO	2,384	99	56	1
NEW YORK	16,981	0	1,210	278
NORTH CAROLINA	6,022	440	40	9
NORTH DAKOTA	1,025	0	5	0
OHIO	3,800	289	164	8
OKLAHOMA	2,189	5	10	0
OREGON	4,400	0	77	0
PENNSYLVANIA	7,625	0	76	0
PUERTO RICO	1,586	0	124	4
RHODE ISLAND	1,428	3	122	0
SOUTH CAROLINA	1,854	936	34	0
SOUTH DAKOTA	1,046	0	19	0
TENNESSEE	4,415	0	19	0
TEXAS	20,263	.	.	.
UTAH	0	2,235	19	0
VERMONT	2,532	0	21	0
VIRGINIA	6,482	817	175	6
WASHINGTON	4,528	136	35	2
WEST VIRGINIA	1,411	0	14	0
WISCONSIN	5,591	172	128	4
WYOMING	0	1,090	19	0
AMERICAN SAMOA	2	0	0	0
GUAM	0	247	0	0
NORTHERN MARIANAS	0	43	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	39	43	11	0
BUR. OF INDIAN AFFAIRS	100	266	51	5
U.S. AND OUTLYING AREAS	261,425	19,455	5,681	537
50 STATES, D.C. & P.R	261,284	18,856	5,619	532

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

	SUPERVISORS/ ADMINISTRATORS EMPLOYED		OTHER PROFESSIONAL STAFF EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	219	4	243	17
ALASKA	0	0	39	0
ARIZONA	285	17	362	24
ARKANSAS	127	10	5	2
CALIFORNIA	835	11	4,164	204
COLORADO	149	41	371	54
CONNECTICUT	103	.	.	.
DELAWARE	10	0	.	.
DISTRICT OF COLUMBIA	31	0	8	0
FLORIDA	330	0	1,249	0
GEORGIA	464	1	54	0
HAWAII	0	0	45	0
IDAHO	56	2	5	0
ILLINOIS	856	6	1,085	120
INDIANA	254	3	1,573	2
IOWA	153	6	471	26
KANSAS	63	.	194	.
KENTUCKY	192	1	141	5
LOUISIANA	240	0	360	1
MAINE	132	12	131	4
MARYLAND	313	26	427	27
MASSACHUSETTS	379	.	2,207	.
MICHIGAN	429	105	202	2
MINNESOTA	146	0	511	.
MISSISSIPPI	152	.	391	.
MISSOURI	210	141	193	.
MONTANA	28	3	9	6
NEBRASKA	93	.	1	1
NEVADA	67	0	233	0
NEW HAMPSHIRE	200	17	645	50
NEW JERSEY	959	11	564	40
NEW MEXICO	71	6	101	9
NEW YORK	2,656	262	16,441	2,125
NORTH CAROLINA	252	6	709	43
NORTH DAKOTA	61	0	.	.
OHIO	422	17	0	0
OKLAHOMA	165	0	240	1
OREGON	186	12	301	9
PENNSYLVANIA	1,489	5	1,454	0
PUERTO RICO	105	0	39	0
RHODE ISLAND	61	1	129	0
SOUTH CAROLINA	140	2	125	24
SOUTH DAKOTA	90	0	80	0
TENNESSEE	196	0	482	.
TEXAS	.	.	120	.
UTAH	94	4	81	0
VERMONT	71	1	52	0
VIRGINIA	434	15	590	68
WASHINGTON	250	3	240	4
WEST VIRGINIA	75	0	230	0
WISCONSIN	276	23	13	1
WYOMING	36	0	49	0
AMERICAN SAMOA	9	0	2	1
GUAM	0	0	0	15
NORTHERN MARIANAS	2	0	1	0
PALAU	0	0	4	1
VIRGIN ISLANDS	62	5	2	0
BUR. OF INDIAN AFFAIRS	50	9	10	0
U.S. AND OUTLYING AREAS	14,726	786	37,379	2,885
50 STATES, D.C. & P.R	14,604	772	37,361	2,868

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

	PSYCHOLOGISTS		DIAGNOSTIC & EVALUATION STAFF	
	EMPLOYED		EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	39	2	162	0
ALASKA	116	1	0	0
ARIZONA	511	9	61	5
ARKANSAS	4	2	110	27
CALIFORNIA	2,947	56	143	3
COLORADO	462	26	.	.
CONNECTICUT	761	.	.	.
DELAWARE	90	7	.	.
DISTRICT OF COLUMBIA	65	0	.	.
FLORIDA	947	0	236	0
GEORGIA	602	1	267	2
HAWAII	16	0	196	0
IDAHO	114	3	6	.
ILLINOIS	1,639	98	15	0
INDIANA	472	4	43	0
IOWA	302	23	35	0
KANSAS	455	.	3	.
KENTUCKY	251	11	90	7
LOUISIANA	328	11	401	0
MAINE	129	0	76	0
MARYLAND	415	27	527	13
MASSACHUSETTS	584	.	.	.
MICHIGAN	870	40	0	0
MINNESOTA	514	28	.	.
MISSISSIPPI	87	.	182	.
MISSOURI	20	.	346	152
MONTANA	92	4	0	0
NEBRASKA	101	3	.	.
NEVADA	163	3	5	0
NEW HAMPSHIRE	117	1	135	1
NEW JERSEY	1,317	3	3,703	58
NEW MEXICO	101	26	315	7
NEW YORK	3,651	565	1,392	32
NORTH CAROLINA	446	16	106	1
NORTH DAKOTA	34	8	.	.
OHIO	1,348	16	166	0
OKLAHOMA	91	1	165	2
OREGON	244	4	90	1
PENNSYLVANIA	947	0	29	1
PUERTO RICO	5	0	0	0
RHODE ISLAND	148	5	112	0
SOUTH CAROLINA	326	2	6	0
SOUTH DAKOTA	55	1	14	0
TENNESSEE	353	0	68	0
TEXAS	464	.	2,207	357
UTAH	113	4	14	0
VERMONT	42	0	19	0
VIRGINIA	612	9	87	1
WASHINGTON	745	2	0	0
WEST VIRGINIA	120	3	74	0
WISCONSIN	813	2	252	73
WYOMING	53	0	28	0
AMERICAN SAMOA	0	0	1	3
GUAM	0	0	8	0
NORTHERN MARIANAS	2	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	2	3	0	9
BUR. OF INDIAN AFFAIRS	32	3	24	0
U.S. AND OUTLYING AREAS	25,277	1,031	11,921	755
50 STATES, D.C. & P.R	25,241	1,025	11,888	743

Please see data notes for an explanation of individual State differences.
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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

STATE	AUDIOLOGISTS EMPLOYED FULLY CERTIFIED	AUDIOLOGISTS EMPLOYED NOT FULLY CERTIFIED	WORK-STUDY COORDINATORS EMPLOYED FULLY CERTIFIED	WORK-STUDY COORDINATORS EMPLOYED NOT FULLY CERTIFIED
ALABAMA	12	2	19	4
ALASKA	5	0	0	0
ARIZONA	32	1	351	8
ARKANSAS	1	0	3	0
CALIFORNIA	64	1	30	1
COLORADO	37	3	.	.
CONNECTICUT	.	.	.	.
DELAWARE	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	43	0	139	0
GEORGIA	34	0	9	0
HAWAII	0	0	33	0
IDAHO	8	0	5	0
ILLINOIS	43	0	.	.
INDIANA	13	0	16	0
IOWA	51	0	55	4
KANSAS	21	.	22	.
KENTUCKY	5	41	25	6
LOUISIANA	20	1	26	0
MAINE	3	0	4	1
MARYLAND	31	0	29	9
MASSACHUSETTS	.	.	.	.
MICHIGAN	27	0	76	3
MINNESOTA	41	0	286	.
MISSISSIPPI	31	.	18	.
MISSOURI	13	.	25	1
MONTANA	1	2	1	0
NEBRASKA	3	3	10	2
NEVADA	5	0	7	0
NEW HAMPSHIRE	1	0	35	4
NEW JERSEY	24	64	85	4
NEW MEXICO	50	0	23	5
NEW YORK	103	7	91	10
NORTH CAROLINA	44	0	56	2
NORTH DAKOTA	3	0	2	1
OHIO	31	3	195	11
OKLAHOMA	2	0	36	1
OREGON	13	0	15	5
PENNSYLVANIA	21	45	39	0
PUERTO RICO	0	0	1	0
RHODE ISLAND	2	0	16	0
SOUTH CAROLINA	6	0	34	6
SOUTH DAKOTA	4	0	9	0
TENNESSEE	35	0	11	0
TEXAS	49	.	.	.
UTAH	24	1	8	1
VERMONT	3	0	16	0
VIRGINIA	26	1	63	2
WASHINGTON	24	0	61	1
WEST VIRGINIA	10	0	22	0
WISCONSIN	15	1	.	.
WYOMING	19	0	0	0
AMERICAN SAMOA	0	0	1	3
GUAM	1	0	1	0
NORTHERN MARIANAS	2	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	1	2
U.S. AND OUTLYING AREAS	1,055	175	2,007	98
50 STATES, D.C. & P.R.	1,051	175	2,004	93

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

	VOCATIONAL EDUCATION TEACHERS		COUNSELORS	
	EMPLOYED		EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	146	3	174	10
ALASKA	0	0	3	0
ARIZONA	137	0	295	33
ARKANSAS	5	5	9	5
CALIFORNIA	246	18	486	44
COLORADO	24	5	.	.
CONNECTICUT	.	.	.	.
DELAWARE	.	.	.	.
DISTRICT OF COLUMBIA	.	.	9	0
FLORIDA	117	1	1,821	0
GEORGIA	131	1	22	2
HAWAII	1	0	562	0
IDAHO	5	.	.	.
ILLINOIS	158	1	951	33
INDIANA	23	5	35	0
IOWA	21	0	8	0
KANSAS	74	.	35	.
KENTUCKY	96	10	231	1
LOUISIANA	64	9	3	1
MAINE	8	2	43	0
MARYLAND	178	35	96	34
MASSACHUSETTS	64	.	.	.
MICHIGAN	0	0	0	0
MINNESOTA	85	.	18	0
MISSISSIPPI	253	.	246	.
MISSOURI	79	.	2	0
MONTANA	10	1	7	2
NEBRASKA	.	.	10	0
NEVADA	37	8	198	0
NEW HAMPSHIRE	22	6	153	2
NEW JERSEY	524	10	1,195	6
NEW MEXICO	32	4	124	11
NEW YORK	386	117	1,792	321
NORTH CAROLINA	8	1	282	5
NORTH DAKOTA	5	0	.	.
OHIO	168	5	0	0
OKLAHOMA	8	0	18	0
OREGON	30	4	235	13
PENNSYLVANIA	39	0	433	11
PUERTO RICO	174	18	12	0
RHODE ISLAND	14	0	101	0
SOUTH CAROLINA	61	1	49	0
SOUTH DAKOTA	12	0	10	0
TENNESSEE	122	0	114	0
TEXAS	.	.	159	234
UTAH	7	0	72	2
VERMONT	8	1	41	0
VIRGINIA	354	27	900	18
WASHINGTON	389	1	449	1
WEST VIRGINIA	34	2	15	0
WISCONSIN	53	4	.	.
WYOMING	0	0	33	0
AMERICAN SAMOA	2	4	0	2
GUAM	0	0	2	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	3	10	7	37
BUR. OF INDIAN AFFAIRS	7	4	36	4
U.S. AND OUTLYING AREAS	4,421	321	11,494	832
50 STATES, D.C. & P.R.	4,409	303	11,449	789

Please see data notes for an explanation of individual State differences.
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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

	REHABILITATION COUNSELORS EMPLOYED		INTERPRETERS EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	11	2	65	18
ALASKA	0	0	12	16
ARIZONA	6	0	96	32
ARKANSAS	0	0	0	0
CALIFORNIA	0	0	0	0
COLORADO	.	.	142	.
CONNECTICUT	.	.	.	.
DELAWARE	.	.	8	8
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	0	0	369	0
GEORGIA	7	0	153	0
HAWAII	0	0	0	0
IDAHO	9	0	42	0
ILLINOIS	2	.	172	.
INDIANA	12	0	69	5
IOWA	0	0	42	0
KANSAS	0	.	48	.
KENTUCKY	4	1	58	26
LOUISIANA	0	0	106	18
MAINE	0	8	14	6
MARYLAND	3	0	84	27
MASSACHUSETTS	17	.	.	.
MICHIGAN	0	0	27	42
MINNESOTA	.	.	206	.
MISSISSIPPI	51	.	55	.
MISSOURI	.	.	140	.
MONTANA	0	0	33	0
NEBRASKA	.	.	.	.
NEVADA	0	0	66	8
NEW HAMPSHIRE	10	0	26	18
NEW JERSEY	20	0	116	10
NEW MEXICO	0	0	54	24
NEW YORK	18	0	284	17
NORTH CAROLINA	0	0	198	31
NORTH DAKOTA	0	0	11	0
OHIO	0	0	362	0
OKLAHOMA	1	0	84	28
OREGON	0	0	99	8
PENNSYLVANIA	21	0	168	1
PUERTO RICO	0	0	18	0
RHODE ISLAND	0	0	9	4
SOUTH CAROLINA	0	0	76	19
SOUTH DAKOTA	0	0	29	0
TENNESSEE	456	.	26	.
TEXAS	.	.	374	.
UTAH	1	0	36	44
VERMONT	1	0	22	3
VIRGINIA	3	0	119	122
WASHINGTON	6	0	202	11
WEST VIRGINIA	0	0	75	2
WISCONSIN	.	.	195	19
WYOMING	0	0	0	0
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	9
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	2	1
U.S. AND OUTLYING AREAS	659	12	4,590	577
50 STATES, D.C. & P.R.	659	12	4,588	567

Please see data notes for an explanation of individual State differences.
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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

STATE	SPEECH/ PATHOLOGISTS EMPLOYED FULLY CERTIFIED	SPEECH/ PATHOLOGISTS EMPLOYED NOT FULLY CERTIFIED	SUPERVISORS/ ADMINISTRATORS (SEA) EMPLOYED FULLY CERTIFIED	SUPERVISORS/ ADMINISTRATORS (SEA) EMPLOYED NOT FULLY CERTIFIED
ALABAMA	150	7	7	5
ALASKA	183	1	37	2
ARIZONA	629	25	5	0
ARKANSAS	0	0	25	0
CALIFORNIA	4,210	284	129	0
COLORADO	735	26	0	0
CONNECTICUT	843	.	.	.
DELAWARE	.	.	.	.
DISTRICT OF COLUMBIA	57	0	.	.
FLORIDA	2,036	57	26	0
GEORGIA	1,272	2	.	.
HAWAII	111	0	7	0
IDAHO	156	13	6	0
ILLINOIS	.	.	59	0
INDIANA	1,078	14	0	0
IOWA	472	9	32	0
KANSAS	612	.	94	.
KENTUCKY	714	113	5	0
LOUISIANA	189	2	60	0
MAINE	112	0	16	0
MARYLAND	1,062	64	0	0
MASSACHUSETTS	.	.	.	.
MICHIGAN	1,672	76	0	0
MINNESOTA	1,405	10	48	0
MISSISSIPPI	0	0	49	.
MISSOURI	57	.	28	0
MONTANA	145	16	0	0
NEBRASKA	502	3	16	0
NEVADA	205	0	0	0
NEW HAMPSHIRE	314	12	6	2
NEW JERSEY	2,199	86	103	0
NEW MEXICO	677	29	8	6
NEW YORK	3,846	783	1	0
NORTH CAROLINA	1,037	70	31	0
NORTH DAKOTA	236	3	.	.
OHIO	267	35	0	0
OKLAHOMA	420	5	45	0
OREGON	411	1	14	4
PENNSYLVANIA	561	10	49	0
PUERTO RICO	17	0	27	0
RHODE ISLAND	239	5	10	0
SOUTH CAROLINA	298	0	1	0
SOUTH DAKOTA	229	0	6	0
TENNESSEE	535	0	53	.
TEXAS	2,801	.	.	.
UTAH	335	13	6	2
VERMONT	203	12	0	0
VIRGINIA	0	0	0	0
WASHINGTON	893	11	14	0
WEST VIRGINIA	440	30	5	0
WISCONSIN	1,499	22	33	.
WYOMING	138	0	0	0
AMERICAN SAMOA	1	0	2	0
GUAM	4	11	2	0
NORTHERN MARIANAS	2	0	2	0
PALAU	0	0	1	0
VIRGIN ISLANDS	2	12	4	3
BUR. OF INDIAN AFFAIRS	66	5	16	2
U.S. AND OUTLYING AREAS	36,277	1,877	1,087	25
50 STATES, D.C. & P.R.	36,202	1,849	1,060	20

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-21 with Disabilities by Personnel Category, During the 1998-99 School Year

	NON-PROFESSIONAL STAFF EMPLOYED	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	618	119
ALASKA	10	27
ARIZONA	362	93
ARKANSAS	224	0
CALIFORNIA	1,096	444
COLORADO	529	.
CONNECTICUT	.	.
DELAWARE	.	.
DISTRICT OF COLUMBIA	51	0
FLORIDA	2,689	0
GEORGIA	774	76
HAWAII	60	0
IDAHO	9	0
ILLINOIS	3,616	0
INDIANA	0	0
IOWA	355	0
KANSAS	0	.
KENTUCKY	463	64
LOUISIANA	1,248	0
MAINE	94	8
MARYLAND	402	291
MASSACHUSETTS	.	.
MICHIGAN	123	35
MINNESOTA	699	.
MISSISSIPPI	366	.
MISSOURI	3	.
MONTANA	276	1
NEBRASKA	.	.
NEVADA	25	1
NEW HAMPSHIRE	548	0
NEW JERSEY	863	0
NEW MEXICO	0	0
NEW YORK	3,562	0
NORTH CAROLINA	639	19
NORTH DAKOTA	.	.
OHIO	0	0
OKLAHOMA	669	3
OREGON	269	0
PENNSYLVANIA	1,127	0
PUERTO RICO	214	0
RHODE ISLAND	86	17
SOUTH CAROLINA	279	42
SOUTH DAKOTA	57	1
TENNESSEE	818	.
TEXAS	.	.
UTAH	220	9
VERMONT	40	1
VIRGINIA	808	53
WASHINGTON	85	6
WEST VIRGINIA	347	0
WISCONSIN	.	.
WYOMING	0	157
AMERICAN SAMOA	10	0
GUAM	0	23
NORTHERN MARIANAS	2	0
PALAU	0	8
VIRGIN ISLANDS	0	12
BUR. OF INDIAN AFFAIRS	13	17
U.S. AND OUTLYING AREAS	24,747	1,525
50 STATES, D.C. & P.R.	24,722	1,465

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

ALL DISABILITIES

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
ALABAMA	1,513	2,154	86	468	38
ALASKA	409	14	2	342	3
ARIZONA	1,949	0	69	674	39
ARKANSAS	2,253	259	15	432	21
CALIFORNIA	9,758	4,590	779	9,719	135
COLORADO	2,170	123	98	1,596	27
CONNECTICUT	3,042	41	58	1,504	17
DELAWARE	304	30	10	139	2
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	4,950	3,954	0	4,095	79
GEORGIA	1,411	1,802	48	993	11
HAWAII	429	334	234	45	5
IDAHO	743	12	20	452	11
ILLINOIS	7,999	173	533	2,873	93
INDIANA	4,317	364	39	920	36
IOWA	2,257	75	50	882	23
KANSAS	2,065	0	25	1,031	28
KENTUCKY	2,052	267	14	875	20
LOUISIANA	1,020	1,592	33	326	57
MAINE	1,048	72	16	663	8
MARYLAND	2,819	329	106	1,339	26
MASSACHUSETTS	5,851	0	209	2,180	54
MICHIGAN	4,707	465	342	3,047	108
MINNESOTA	4,053	0	50	26	25
MISSISSIPPI	690	1,713	30	356	25
MISSOURI	3,977	340	126	1,082	48
MONTANA	516	9	3	176	6
NEBRASKA	724	21	14	341	5
NEVADA	380	640	24	225	11
NEW HAMPSHIRE	1,030	37	85	121	11
NEW JERSEY	8,778	0	282	1,117	27
NEW MEXICO	1,133	102	5	387	17
NEW YORK	6,813	2,387	127	2,213	68
NORTH CAROLINA	2,734	1,270	151	1,422	84
NORTH DAKOTA	380	9	5	266	9
OHIO	8,775	0	105	2,353	48
OKLAHOMA	3,036	0	13	403	32
OREGON	1,091	266	172	1,545	24
PENNSYLVANIA	9,324	0	98	2,014	61
PUERTO RICO	462	397	176	487	45
RHODE ISLAND	1,016	7	32	463	7
SOUTH CAROLINA	1,093	1,094	110	862	38
SOUTH DAKOTA	332	22	21	413	4
TENNESSEE	1,963	2,622	116	2,859	46
TEXAS	13,236	0	55	7,890	88
UTAH	1,596	95	73	640	13
VERMONT	374	7	7	255	4
VIRGINIA	4,023	1,069	78	1,204	41
WASHINGTON	2,391	154	0	0	2
WEST VIRGINIA	1,696	120	19	234	14
WISCONSIN	4,229	146	55	1,482	42
WYOMING	332	10	20	219	1
AMERICAN SAMOA	18	3	1	5	0
GUAM	43	0	2	8	0
NORTHERN MARIANAS	10	4	0	0	0
PALAU	0	2	0	9	1
VIRGIN ISLANDS	27	28	0	0	0
BUR. OF INDIAN AFFAIRS	131	40	12	46	3
U.S. AND OUTLYING AREAS	149,472	29,264	4,853	65,718	1,691
50 STATES, D.C. & P.R	149,243	29,187	4,838	65,650	1,687

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

ALL DISABILITIES

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	1,762	655	1,910	8,586
ALASKA	189	225	466	1,650
ARIZONA	2,179	1,047	1,521	7,478
ARKANSAS	2,125	632	1,008	6,745
CALIFORNIA	21,739	11,036	2,694	60,450
COLORADO	3,410	788	1,059	9,271
CONNECTICUT	2,064	1,514	1,618	9,858
DELAWARE	641	82	148	1,356
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	10,201	996	5,723	29,998
GEORGIA	1,103	800	856	7,024
HAWAII	298	0	254	1,599
IDAHO	812	239	415	2,704
ILLINOIS	6,110	3,879	4,545	26,205
INDIANA	2,471	1,690	2,393	12,230
IOWA	881	652	1,313	6,133
KANSAS	2,772	753	708	7,382
KENTUCKY	1,433	462	1,816	6,939
LOUISIANA	30	2,219	2,052	7,329
MAINE	907	125	495	3,334
MARYLAND	1,724	779	1,231	8,353
MASSACHUSETTS	2,159	1,468	2,346	14,267
MICHIGAN	3,718	4,042	4,611	21,040
MINNESOTA	482	2,581	1,670	8,887
MISSISSIPPI	1,085	355	1,014	5,268
MISSOURI	2,969	1,504	1,785	11,831
MONTANA	319	100	278	1,407
NEBRASKA	711	95	508	2,419
NEVADA	533	351	396	2,560
NEW HAMPSHIRE	461	317	307	2,369
NEW JERSEY	5,101	1,039	2,906	19,250
NEW MEXICO	1,644	649	514	4,451
NEW YORK	6,570	1,743	3,201	23,122
NORTH CAROLINA	2,578	835	2,708	11,782
NORTH DAKOTA	137	141	142	1,089
OHIO	5,112	258	2,150	18,801
OKLAHOMA	1,860	843	1,226	7,413
OREGON	2,688	704	1,353	7,843
PENNSYLVANIA	3,981	5,161	2,386	23,025
PUERTO RICO	389	318	753	3,027
RHODE ISLAND	1,061	18	469	3,073
SOUTH CAROLINA	1,227	916	1,222	6,562
SOUTH DAKOTA	135	115	157	1,199
TENNESSEE	6,220	1,467	1,741	17,034
TEXAS	1,079	3,144	2,076	27,568
UTAH	1,601	467	666	5,151
VERMONT	452	60	323	1,482
VIRGINIA	2,132	867	1,682	11,096
WASHINGTON	2,194	952	898	6,591
WEST VIRGINIA	653	404	872	4,012
WISCONSIN	3,054	920	2,125	12,053
WYOMING	15	389	261	1,247
AMERICAN SAMOA	2	3	13	45
GUAM	17	4	20	94
NORTHERN MARIANAS	0	0	3	17
PALAU	0	2	0	14
VIRGIN ISLANDS	3	0	9	67
BUR. OF INDIAN AFFAIRS	364	75	125	796
U.S. AND OUTLYING AREAS	125,557	60,880	75,141	512,576
50 STATES, D.C. & P.R	125,171	60,796	74,971	511,543

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Data based on the December 1, 1998 count, updated as of September 25, 2000.
Washington State data based on previous year's data.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

SPECIFIC LEARNING DISABILITIES

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
ALABAMA	1,162	781	10	262	14
ALASKA	315	9	1	268	0
ARIZONA	1,391	0	5	386	13
ARKANSAS	1,393	90	3	303	7
CALIFORNIA	7,803	3,359	47	6,861	37
COLORADO	1,397	51	37	1,015	8
CONNECTICUT	1,852	4	7	938	8
DELAWARE	243	6	2	114	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	3,419	1,826	0	971	24
GEORGIA	861	424	15	371	2
HAWAII	281	137	106	22	0
IDAHO	507	6	1	365	8
ILLINOIS	5,176	37	89	1,430	29
INDIANA	2,915	48	2	511	12
IOWA	1,339	46	18	604	10
KANSAS	1,189	.	0	545	5
KENTUCKY	1,030	21	1	384	7
LOUISIANA	730	782	2	89	11
MAINE	650	18	5	381	3
MARYLAND	1,858	87	33	938	18
MASSACHUSETTS	3,429	0	124	1,281	34
MICHIGAN	3,162	205	29	1,694	53
MINNESOTA	1,872	0	8	8	4
MISSISSIPPI	527	1,089	3	258	10
MISSOURI	2,907	120	74	667	17
MONTANA	364	3	1	123	2
NEBRASKA	451	9	0	204	1
NEVADA	321	459	3	172	4
NEW HAMPSHIRE	639	6	56	67	2
NEW JERSEY	6,295	.	85	820	7
NEW MEXICO	820	40	0	246	7
NEW YORK	5,068	1,101	12	1,449	19
NORTH CAROLINA	1,898	234	15	771	10
NORTH DAKOTA	249	1	0	136	4
OHIO	4,897	0	47	1,093	18
OKLAHOMA	2,080	0	2	250	16
OREGON	739	142	20	1,002	13
PENNSYLVANIA	6,234	.	5	914	24
PUERTO RICO	292	168	44	331	8
RHODE ISLAND	723	7	1	239	4
SOUTH CAROLINA	803	378	10	518	5
SOUTH DAKOTA	249	10	0	235	3
TENNESSEE	1,393	1,468	44	1,430	14
TEXAS	9,992	.	24	4,797	39
UTAH	1,199	44	8	513	2
VERMONT	203	1	0	153	0
VIRGINIA	2,985	307	18	680	22
WASHINGTON	1,432	77	0	0	0
WEST VIRGINIA	1,115	23	0	146	2
WISCONSIN	2,500	40	6	625	9
WYOMING	222	2	0	145	0
AMERICAN SAMOA	18	0	0	5	0
GUAM	38	.	0	6	0
NORTHERN MARIANAS	9	4	0	0	0
PALAU	0	1	0	9	0
VIRGIN ISLANDS	11	10	0	0	0
BUR. OF INDIAN AFFAIRS	91	32	2	34	1
U.S. AND OUTLYING AREAS	100,738	13,713	1,025	37,779	570
50 STATES, D.C. & P.R	100,571	13,666	1,023	37,725	569

Please see data notes for an explanation of individual State differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
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Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

SPECIFIC LEARNING DISABILITIES

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	843	316	1,049	4,437
ALASKA	125	153	332	1,203
ARIZONA	1,339	729	1,127	4,990
ARKANSAS	1,276	414	628	4,114
CALIFORNIA	15,819	8,189	2,095	44,210
COLORADO	1,687	427	634	5,256
CONNECTICUT	948	648	755	5,160
DELAWARE	409	50	99	923
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	5,059	502	3,204	15,005
GEORGIA	312	255	298	2,538
HAWAII	160	0	122	828
IDAHO	534	151	296	1,868
ILLINOIS	2,708	2,000	2,472	13,941
INDIANA	1,117	885	1,400	6,890
IOWA	473	361	677	3,528
KANSAS	1,214	361	375	3,689
KENTUCKY	458	143	675	2,719
LOUISIANA	16	1,378	1,294	4,302
MAINE	349	55	223	1,684
MARYLAND	987	532	843	5,296
MASSACHUSETTS	1,271	862	1,374	8,375
MICHIGAN	1,818	1,991	2,696	11,648
MINNESOTA	110	951	556	3,509
MISSISSIPPI	826	285	767	3,765
MISSOURI	1,733	953	1,104	7,575
MONTANA	165	75	177	910
NEBRASKA	365	56	265	1,351
NEVADA	406	286	332	1,983
NEW HAMPSHIRE	212	160	156	1,298
NEW JERSEY	2,635	551	1,570	11,963
NEW MEXICO	954	430	371	2,868
NEW YORK	3,140	813	1,850	13,452
NORTH CAROLINA	1,104	321	1,306	5,659
NORTH DAKOTA	68	81	75	614
OHIO	2,115	89	994	9,253
OKLAHOMA	1,224	546	894	5,012
OREGON	1,570	468	915	4,869
PENNSYLVANIA	1,892	2,514	1,431	13,014
PUERTO RICO	194	173	376	1,586
RHODE ISLAND	632	8	268	1,882
SOUTH CAROLINA	574	508	617	3,413
SOUTH DAKOTA	81	61	114	753
TENNESSEE	3,560	884	1,195	9,988
TEXAS	669	2,149	1,484	19,154
UTAH	992	344	487	3,589
VERMONT	137	19	123	636
VIRGINIA	1,097	428	896	6,433
WASHINGTON	1,210	525	525	3,769
WEST VIRGINIA	355	209	501	2,351
WISCONSIN	1,030	368	859	5,437
WYOMING	10	233	155	767
AMERICAN SAMOA	1	1	12	37
GUAM	16	4	19	83
NORTHERN MARIANAS	0	0	3	16
PALAU	0	1	0	11
VIRGIN ISLANDS	1	0	5	27
BUR. OF INDIAN AFFAIRS	267	53	86	566
U.S. AND OUTLYING AREAS	68,267	34,949	43,156	300,197
50 STATES, D.C. & P.R	67,982	34,890	43,031	299,457

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Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
ALABAMA	11	8	1	61	0
ALASKA	6	1	0	31	0
ARIZONA	28	0	1	142	1
ARKANSAS	24	3	0	66	0
CALIFORNIA	389	120	5	1,174	4
COLORADO	102	3	2	153	0
CONNECTICUT	113	1	0	139	0
DELAWARE	0	0	0	13	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	339	62	0	1,115	3
GEORGIA	17	8	0	27	.
HAWAII	10	2	2	7	0
IDAHO	11	0	0	34	0
ILLINOIS	111	0	1	679	2
INDIANA	32	0	0	179	0
IOWA	6	1	0	59	0
KANSAS	32	.	0	146	0
KENTUCKY	20	0	1	179	0
LOUISIANA	21	27	0	181	0
MAINE	48	1	0	80	0
MARYLAND	207	14	2	234	0
MASSACHUSETTS	1,043	0	37	388	11
MICHIGAN	106	32	0	477	0
MINNESOTA	128	0	0	3	0
MISSISSIPPI	9	9	0	71	2
MISSOURI	92	11	10	226	1
MONTANA	5	0	0	20	0
NEBRASKA	42	0	0	71	0
NEVADA	4	4	0	16	0
NEW HAMPSHIRE	115	5	12	16	0
NEW JERSEY	106	.	3	171	0
NEW MEXICO	88	8	0	81	1
NEW YORK	165	23	0	124	0
NORTH CAROLINA	19	2	3	220	40
NORTH DAKOTA	24	0	0	51	1
OHIO	58	0	0	380	0
OKLAHOMA	44	0	0	98	0
OREGON	67	12	8	348	2
PENNSYLVANIA	44	.	1	492	1
PUERTO RICO	18	9	2	21	0
RHODE ISLAND	38	0	0	77	0
SOUTH CAROLINA	19	16	2	143	2
SOUTH DAKOTA	4	0	0	7	0
TENNESSEE	96	103	6	243	0
TEXAS	112	.	.	469	.
UTAH	33	0	0	41	0
VERMONT	28	0	0	32	1
VIRGINIA	45	4	0	186	0
WASHINGTON	46	1	0	0	0
WEST VIRGINIA	8	2	0	48	0
WISCONSIN	101	1	1	187	0
WYOMING	15	1	0	36	0
AMERICAN SAMOA	.	.	.	.	.
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	11	0	3	5	1
U.S. AND OUTLYING AREAS	4,260	494	103	9,447	73
50 STATES, D.C. & P.R	4,249	494	100	9,442	72

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Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	21	4	8	114
ALASKA	6	10	7	61
ARIZONA	40	17	17	246
ARKANSAS	30	3	14	140
CALIFORNIA	725	323	79	2,819
COLORADO	139	31	32	462
CONNECTICUT	109	50	41	453
DELAWARE	3	0	0	16
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	397	71	188	2,175
GEORGIA	10	9	7	78
HAWAII	10	0	3	34
IDAHO	23	8	8	84
ILLINOIS	99	104	32	1,028
INDIANA	45	23	5	284
IOWA	11	6	3	86
KANSAS	38	14	6	236
KENTUCKY	28	20	28	276
LOUISIANA	1	46	43	319
MAINE	45	13	22	209
MARYLAND	79	24	36	596
MASSACHUSETTS	384	261	418	2,542
MICHIGAN	54	129	83	881
MINNESOTA	6	73	20	230
MISSISSIPPI	18	1	9	119
MISSOURI	74	50	27	491
MONTANA	6	1	1	33
NEBRASKA	88	13	26	240
NEVADA	6	2	1	33
NEW HAMPSHIRE	45	30	28	251
NEW JERSEY	76	14	31	401
NEW MEXICO	109	21	26	334
NEW YORK	94	27	24	457
NORTH CAROLINA	11	20	20	335
NORTH DAKOTA	6	11	9	102
OHIO	75	1	16	530
OKLAHOMA	23	9	5	179
OREGON	170	37	65	709
PENNSYLVANIA	56	98	10	702
PUERTO RICO	9	7	13	79
RHODE ISLAND	30	3	17	165
SOUTH CAROLINA	26	22	10	240
SOUTH DAKOTA	3	1	0	15
TENNESSEE	237	118	68	871
TEXAS	11	38	18	648
UTAH	26	7	3	110
VERMONT	30	5	16	112
VIRGINIA	42	9	11	297
WASHINGTON	42	44	25	158
WEST VIRGINIA	2	3	4	67
WISCONSIN	52	6	39	387
WYOMING	0	26	18	96
AMERICAN SAMOA	.	.	.	.
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	21	2	4	47
U.S. AND OUTLYING AREAS	3,691	1,865	1,644	21,577
50 STATES, D.C. & P.R	3,670	1,863	1,640	21,530

Please see data notes for an explanation of individual State differences.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

MENTAL RETARDATION

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
ALABAMA	83	1,190	35	31	12
ALASKA	24	3	1	9	0
ARIZONA	185	0	42	17	7
ARKANSAS	634	131	7	32	7
CALIFORNIA	191	419	450	140	27
COLORADO	147	13	21	33	0
CONNECTICUT	186	20	26	21	3
DELAWARE	30	20	3	4	1
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	194	1,378	0	123	31
GEORGIA	157	1,066	28	221	6
HAWAII	19	119	37	1	0
IDAHO	130	4	12	14	1
ILLINOIS	894	85	332	26	39
INDIANA	749	237	25	59	13
IOWA	558	14	14	87	6
KANSAS	338	.	12	51	3
KENTUCKY	690	203	6	111	3
LOUISIANA	27	539	23	6	21
MAINE	89	20	4	4	0
MARYLAND	108	135	30	14	1
MASSACHUSETTS	563	0	20	211	5
MICHIGAN	440	120	225	125	21
MINNESOTA	834	0	31	1	10
MISSISSIPPI	96	516	22	10	3
MISSOURI	453	182	17	18	15
MONTANA	49	5	1	3	0
NEBRASKA	124	10	9	18	1
NEVADA	2	92	15	3	3
NEW HAMPSHIRE	36	13	2	0	0
NEW JERSEY	285	.	55	3	7
NEW MEXICO	72	28	1	0	0
NEW YORK	30	551	33	8	5
NORTH CAROLINA	233	807	87	130	15
NORTH DAKOTA	57	5	4	8	2
OHIO	2,493	0	42	221	11
OKLAHOMA	538	0	7	18	4
OREGON	39	52	96	18	3
PENNSYLVANIA	1,437	0	67	45	15
PUERTO RICO	54	183	98	101	23
RHODE ISLAND	43	0	16	1	1
SOUTH CAROLINA	97	602	85	69	11
SOUTH DAKOTA	43	4	13	60	0
TENNESSEE	48	728	26	56	6
TEXAS	929	.	1	174	8
UTAH	129	18	33	5	1
VERMONT	39	5	4	10	0
VIRGINIA	191	571	36	50	7
WASHINGTON	287	17	0	0	1
WEST VIRGINIA	397	88	17	11	6
WISCONSIN	572	56	41	78	11
WYOMING	18	4	15	0	1
AMERICAN SAMOA	0	1	0	0	0
GUAM	3	.	1	0	0
NORTHERN MARIANAS	1	0	0	0	0
PALAU	0	1	0	0	0
VIRGIN ISLANDS	9	17	0	0	0
BUR. OF INDIAN AFFAIRS	12	6	3	2	0
U.S. AND OUTLYING AREAS	16,086	10,278	2,231	2,461	377
50 STATES, D.C. & P.R	16,061	10,253	2,227	2,459	377

Please see data notes for an explanation of individual State differences.
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Table AD1

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MENTAL RETARDATION

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	450	181	584	2,566
ALASKA	6	14	23	80
ARIZONA	205	71	97	624
ARKANSAS	573	166	283	1,833
CALIFORNIA	1,087	487	92	2,893
COLORADO	159	37	38	448
CONNECTICUT	122	81	94	553
DELAWARE	95	14	22	189
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	1,108	129	652	3,615
GEORGIA	272	208	262	2,220
HAWAII	34	0	30	240
IDAHO	103	41	47	352
ILLINOIS	645	415	381	2,817
INDIANA	472	341	396	2,292
IOWA	130	146	222	1,177
KANSAS	323	86	68	881
KENTUCKY	428	138	688	2,267
LOUISIANA	3	239	281	1,139
MAINE	49	10	15	191
MARYLAND	84	20	46	438
MASSACHUSETTS	207	141	226	1,373
MICHIGAN	434	431	491	2,287
MINNESOTA	38	121	104	1,139
MISSISSIPPI	137	46	187	1,017
MISSOURI	340	85	213	1,323
MONTANA	17	5	15	95
NEBRASKA	107	1	86	356
NEVADA	34	9	14	172
NEW HAMPSHIRE	22	15	7	95
NEW JERSEY	158	20	70	598
NEW MEXICO	75	19	22	217
NEW YORK	386	105	140	1,258
NORTH CAROLINA	545	195	630	2,642
NORTH DAKOTA	18	8	10	112
OHIO	1,643	99	748	5,257
OKLAHOMA	295	123	153	1,138
OREGON	236	51	71	566
PENNSYLVANIA	474	490	279	2,807
PUERTO RICO	138	104	305	1,006
RHODE ISLAND	65	0	14	140
SOUTH CAROLINA	300	179	349	1,692
SOUTH DAKOTA	19	9	12	160
TENNESSEE	882	171	240	2,157
TEXAS	62	183	104	1,461
UTAH	123	34	28	371
VERMONT	65	10	28	161
VIRGINIA	286	120	219	1,480
WASHINGTON	187	75	65	632
WEST VIRGINIA	174	98	229	1,020
WISCONSIN	344	105	230	1,437
WYOMING	1	24	7	70
AMERICAN SAMOA	0	1	1	3
GUAM	0	0	1	5
NORTHERN MARIANAS	0	0	0	1
PALAU	0	0	0	1
VIRGIN ISLANDS	1	0	3	30
BUR. OF INDIAN AFFAIRS	25	3	6	57
U.S. AND OUTLYING AREAS	14,186	5,904	9,628	61,151
50 STATES, D.C. & P.R	14,160	5,900	9,617	61,054

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

EMOTIONAL DISTURBANCE

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
ALABAMA	108	56	8	92	3
ALASKA	15	0	0	17	0
ARIZONA	115	0	0	48	3
ARKANSAS	11	4	0	6	0
CALIFORNIA	592	275	22	732	12
COLORADO	252	35	6	278	6
CONNECTICUT	496	6	6	226	1
DELAWARE	14	0	3	5	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	387	404	0	320	6
GEORGIA	186	178	3	284	1
HAWAII	90	40	73	9	0
IDAHO	19	0	0	17	0
ILLINOIS	1,290	41	66	425	9
INDIANA	326	44	1	133	4
IOWA	236	8	13	98	3
KANSAS	177	.	0	178	3
KENTUCKY	120	0	0	123	2
LOUISIANA	34	97	0	20	4
MAINE	113	8	0	148	2
MARYLAND	315	11	14	84	1
MASSACHUSETTS	475	0	17	177	4
MICHIGAN	456	41	11	530	23
MINNESOTA	733	0	9	12	3
MISSISSIPPI	3	10	0	5	0
MISSOURI	221	10	12	110	6
MONTANA	35	1	0	13	0
NEBRASKA	35	0	0	28	0
NEVADA	20	37	0	17	1
NEW HAMPSHIRE	86	7	11	17	2
NEW JERSEY	1,166	.	48	65	3
NEW MEXICO	62	8	1	40	2
NEW YORK	783	212	8	435	11
NORTH CAROLINA	128	57	8	168	1
NORTH DAKOTA	29	1	0	57	2
OHIO	394	0	9	206	2
OKLAHOMA	104	0	0	21	2
OREGON	85	23	10	67	4
PENNSYLVANIA	1,198	.	7	484	7
PUERTO RICO	3	5	8	11	0
RHODE ISLAND	110	0	2	25	0
SOUTH CAROLINA	67	29	3	92	2
SOUTH DAKOTA	10	1	0	49	1
TENNESSEE	91	88	9	115	1
TEXAS	979	.	1	1,001	9
UTAH	110	5	0	66	0
VERMONT	70	1	2	39	0
VIRGINIA	419	86	9	184	11
WASHINGTON	94	18	0	0	1
WEST VIRGINIA	70	2	0	15	1
WISCONSIN	754	37	3	512	12
WYOMING	32	1	0	24	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	4	0	0	0	0
BUR. OF INDIAN AFFAIRS	13	1	.	4	.
U.S. AND OUTLYING AREAS	13,735	1,888	403	7,832	171
50 STATES, D.C. & P.R	13,718	1,887	403	7,828	171

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

EMOTIONAL DISTURBANCE

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	382	118	217	984
ALASKA	24	32	80	168
ARIZONA	407	157	180	910
ARKANSAS	43	13	19	96
CALIFORNIA	2,810	1,419	292	6,154
COLORADO	1,096	234	299	2,206
CONNECTICUT	629	591	607	2,562
DELAWARE	85	12	18	137
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	3,094	209	1,430	5,850
GEORGIA	440	280	241	1,613
HAWAII	72	0	86	370
IDAHO	88	29	38	191
ILLINOIS	2,471	1,252	1,574	7,128
INDIANA	717	383	519	2,127
IOWA	251	124	386	1,119
KANSAS	845	203	176	1,582
KENTUCKY	400	123	297	1,065
LOUISIANA	9	342	288	794
MAINE	341	30	181	823
MARYLAND	357	139	216	1,137
MASSACHUSETTS	176	119	191	1,159
MICHIGAN	1,160	1,246	1,057	4,524
MINNESOTA	300	1,223	904	3,184
MISSISSIPPI	53	9	20	100
MISSOURI	628	304	387	1,678
MONTANA	94	11	57	211
NEBRASKA	110	9	107	289
NEVADA	55	41	42	213
NEW HAMPSHIRE	110	69	80	382
NEW JERSEY	1,580	330	929	4,121
NEW MEXICO	421	137	72	743
NEW YORK	2,201	630	970	5,250
NORTH CAROLINA	673	223	538	1,796
NORTH DAKOTA	37	35	43	204
OHIO	939	50	296	1,896
OKLAHOMA	223	128	133	611
OREGON	426	85	200	900
PENNSYLVANIA	1,467	1,918	639	5,720
PUERTO RICO	14	13	16	70
RHODE ISLAND	251	5	126	519
SOUTH CAROLINA	240	159	205	797
SOUTH DAKOTA	21	37	21	140
TENNESSEE	962	204	115	1,585
TEXAS	233	506	342	3,071
UTAH	382	62	117	742
VERMONT	188	22	144	466
VIRGINIA	509	223	429	1,870
WASHINGTON	325	141	143	722
WEST VIRGINIA	100	70	109	367
WISCONSIN	1,529	402	925	4,174
WYOMING	4	69	67	197
AMERICAN SAMOA	1	0	0	1
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	4
BUR. OF INDIAN AFFAIRS	43	14	15	90
U.S. AND OUTLYING AREAS	30,016	14,184	16,583	84,812
50 STATES, D.C. & P.R	29,972	14,170	16,568	84,717

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

MULTIPLE DISABILITIES

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
ALABAMA	4	36	24	0	3
ALASKA	16	1	0	0	2
ARIZONA	27	0	15	8	10
ARKANSAS	22	9	3	0	3
CALIFORNIA	40	41	81	28	8
COLORADO	65	17	25	16	8
CONNECTICUT	57	7	12	8	3
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	0	11	6	0	2
IDAHO	4	2	5	0	2
ILLINOIS	.	.	.	.	.
INDIANA	3	10	5	1	3
IOWA	15	3	2	2	3
KANSAS	90	.	11	34	10
KENTUCKY	23	28	4	3	4
LOUISIANA	2	27	4	0	10
MAINE	63	20	5	12	2
MARYLAND	99	47	22	14	5
MASSACHUSETTS	115	0	4	44	0
MICHIGAN	4	14	46	6	6
MINNESOTA	.	.	.	.	.
MISSISSIPPI	0	12	1	2	1
MISSOURI	21	4	10	1	3
MONTANA	15	0	0	0	0
NEBRASKA	2	0	5	1	1
NEVADA	0	1	6	1	3
NEW HAMPSHIRE	11	1	3	0	4
NEW JERSEY	626	.	78	17	8
NEW MEXICO	10	12	2	2	6
NEW YORK	100	354	57	13	24
NORTH CAROLINA	6	33	23	1	4
NORTH DAKOTA	.	.	.	.	.
OHIO	251	0	2	24	9
OKLAHOMA	64	0	3	1	5
OREGON	.	.	.	.	.
PENNSYLVANIA	49	.	9	0	11
PUERTO RICO	3	0	13	2	10
RHODE ISLAND	6	0	11	0	0
SOUTH CAROLINA	0	0	1	0	0
SOUTH DAKOTA	7	1	5	23	0
TENNESSEE	3	57	18	2	6
TEXAS	129	.	1	50	9
UTAH	24	20	22	1	6
VERMONT	0	0	1	0	1
VIRGINIA	15	25	7	5	0
WASHINGTON	82	7	0	0	0
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	.	.	.	.	.
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	2	1	0	0
GUAM	0	.	1	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	0	1	.	.
U.S. AND OUTLYING AREAS	2,075	802	555	322	195
50 STATES, D.C. & P.R	2,073	800	552	322	195

Please see data notes for an explanation of individual State differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
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Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

MULTIPLE DISABILITIES

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	11	8	9	95
ALASKA	8	3	3	33
ARIZONA	17	11	15	103
ARKANSAS	24	2	4	67
CALIFORNIA	151	61	7	417
COLORADO	91	20	16	258
CONNECTICUT	58	39	18	202
DELAWARE	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	.	.	.	.
GEORGIA	.	.	.	.
HAWAII	3	0	0	22
IDAHO	14	1	5	33
ILLINOIS	.	.	.	.
INDIANA	11	7	1	41
IOWA	2	3	2	32
KANSAS	139	42	35	361
KENTUCKY	33	10	32	137
LOUISIANA	0	9	8	60
MAINE	69	5	25	201
MARYLAND	114	22	44	367
MASSACHUSETTS	42	30	47	282
MICHIGAN	27	22	42	167
MINNESOTA	.	.	.	.
MISSISSIPPI	9	0	3	28
MISSOURI	21	6	0	66
MONTANA	13	0	9	37
NEBRASKA	2	0	2	13
NEVADA	7	1	0	19
NEW HAMPSHIRE	2	3	0	24
NEW JERSEY	560	113	271	1,673
NEW MEXICO	24	10	5	71
NEW YORK	343	89	94	1,074
NORTH CAROLINA	24	4	9	104
NORTH DAKOTA	.	.	.	.
OHIO	112	5	11	414
OKLAHOMA	16	10	2	101
OREGON	.	.	.	.
PENNSYLVANIA	28	20	0	117
PUERTO RICO	4	3	3	38
RHODE ISLAND	11	0	1	29
SOUTH CAROLINA	0	0	0	1
SOUTH DAKOTA	7	4	5	52
TENNESSEE	47	3	8	144
TEXAS	20	22	21	252
UTAH	35	9	5	122
VERMONT	2	0	1	5
VIRGINIA	19	17	10	98
WASHINGTON	50	15	12	166
WEST VIRGINIA	.	.	.	.
WISCONSIN	.	.	.	.
WYOMING	0	0	0	0
AMERICAN SAMOA	0	1	0	4
GUAM	0	0	0	1
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	1	0	1	2
BUR. OF INDIAN AFFAIRS	2	1	2	8
U.S. AND OUTLYING AREAS	2,173	631	788	7,541
50 STATES, D.C. & P.R	2,170	629	785	7,526

Please see data notes for an explanation of individual State differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
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Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

HEARING IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
ALABAMA	34	26	0	6	0
ALASKA	8	0	0	1	0
ARIZONA	71	0	1	13	2
ARKANSAS	23	2	0	2	0
CALIFORNIA	183	105	7	90	1
COLORADO	50	1	0	17	0
CONNECTICUT	42	0	0	14	0
DELAWARE	7	1	0	1	1
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	74	106	0	6	0
GEORGIA	21	23	0	12	1
HAWAII	6	6	2	2	0
IDAHO	18	0	0	4	0
ILLINOIS	192	2	7	14	1
INDIANA	86	3	0	2	0
IOWA	31	0	1	8	0
KANSAS	38	.	1	3	0
KENTUCKY	38	2	2	4	0
LOUISIANA	53	31	1	2	1
MAINE	22	0	0	8	0
MARYLAND	60	9	0	10	0
MASSACHUSETTS	60	0	2	22	0
MICHIGAN	120	9	0	34	0
MINNESOTA	85	0	0	0	0
MISSISSIPPI	7	28	1	0	0
MISSOURI	51	1	0	6	0
MONTANA	9	0	0	4	1
NEBRASKA	14	0	0	6	0
NEVADA	5	10	0	6	0
NEW HAMPSHIRE	10	1	0	1	1
NEW JERSEY	66	.	0	4	0
NEW MEXICO	13	3	0	2	0
NEW YORK	111	23	2	12	0
NORTH CAROLINA	89	38	1	21	1
NORTH DAKOTA	2	0	0	2	0
OHIO	127	0	3	11	1
OKLAHOMA	53	0	0	0	0
OREGON	45	6	9	18	0
PENNSYLVANIA	97	.	2	39	0
PUERTO RICO	23	11	2	5	0
RHODE ISLAND	9	0	1	0	0
SOUTH CAROLINA	28	24	3	10	0
SOUTH DAKOTA	3	0	1	4	0
TENNESSEE	46	41	0	13	0
TEXAS	193	.	.	44	1
UTAH	32	0	0	1	2
VERMONT	5	0	0	0	0
VIRGINIA	55	24	0	16	0
WASHINGTON	56	3	0	0	0
WEST VIRGINIA	35	0	0	1	1
WISCONSIN	92	5	2	10	0
WYOMING	9	0	1	0	0
AMERICAN SAMOA	.	.	.	.	.
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	3	1	0	0	0
BUR. OF INDIAN AFFAIRS	0	1	3	1	0
U.S. AND OUTLYING AREAS	2,610	546	55	512	15
50 STATES, D.C. & P.R	2,607	544	52	511	15

Please see data notes for an explanation of individual State differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
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Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

HEARING IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	7	3	8	84
ALASKA	3	2	2	16
ARIZONA	60	12	52	211
ARKANSAS	20	3	6	56
CALIFORNIA	207	85	48	726
COLORADO	35	9	6	118
CONNECTICUT	21	19	3	99
DELAWARE	4	1	4	19
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	81	11	27	305
GEORGIA	15	6	3	81
HAWAII	7	0	3	26
IDAHO	8	1	4	35
ILLINOIS	54	32	35	337
INDIANA	31	8	12	142
IOWA	5	5	2	52
KANSAS	23	5	3	73
KENTUCKY	16	6	20	88
LOUISIANA	1	29	20	138
MAINE	9	0	2	41
MARYLAND	22	8	1	110
MASSACHUSETTS	21	15	25	145
MICHIGAN	34	33	38	268
MINNESOTA	2	21	11	119
MISSISSIPPI	12	3	8	59
MISSOURI	24	12	6	100
MONTANA	4	2	3	23
NEBRASKA	10	2	6	38
NEVADA	1	2	3	27
NEW HAMPSHIRE	7	2	3	25
NEW JERSEY	30	4	9	113
NEW MEXICO	6	5	5	34
NEW YORK	50	11	10	219
NORTH CAROLINA	39	13	22	224
NORTH DAKOTA	0	0	1	5
OHIO	38	0	12	192
OKLAHOMA	22	1	5	81
OREGON	43	12	20	153
PENNSYLVANIA	15	50	5	208
PUERTO RICO	2	2	5	50
RHODE ISLAND	8	0	3	21
SOUTH CAROLINA	42	18	18	143
SOUTH DAKOTA	0	0	0	8
TENNESSEE	42	3	8	153
TEXAS	6	26	11	281
UTAH	3	2	1	41
VERMONT	4	0	1	10
VIRGINIA	32	8	7	142
WASHINGTON	31	14	8	112
WEST VIRGINIA	8	4	3	52
WISCONSIN	20	6	13	148
WYOMING	0	8	2	20
AMERICAN SAMOA	.	.	.	.
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	1	0	1
VIRGIN ISLANDS	0	0	0	4
BUR. OF INDIAN AFFAIRS	1	2	0	8
U.S. AND OUTLYING AREAS	1,186	527	533	5,984
50 STATES, D.C. & P.R	1,185	524	533	5,971

Please see data notes for an explanation of individual State differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
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Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
ALABAMA	14	12	4	1	2
ALASKA	2	0	0	1	0
ARIZONA	13	0	2	0	2
ARKANSAS	8	0	0	0	0
CALIFORNIA	133	85	90	124	26
COLORADO	106	0	5	75	3
CONNECTICUT	8	0	0	5	0
DELAWARE	6	2	2	2	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	95	82	0	22	5
GEORGIA	13	12	2	10	.
HAWAII	6	3	2	0	0
IDAHO	2	0	0	1	0
ILLINOIS	97	3	15	9	3
INDIANA	47	4	0	5	0
IOWA	48	3	0	18	1
KANSAS	22	.	0	6	0
KENTUCKY	18	5	0	5	3
LOUISIANA	28	16	1	5	3
MAINE	0	1	0	0	0
MARYLAND	15	0	0	2	0
MASSACHUSETTS	41	0	1	16	0
MICHIGAN	350	33	13	162	5
MINNESOTA	65	0	0	0	4
MISSISSIPPI	30	37	2	8	8
MISSOURI	29	3	0	5	1
MONTANA	2	0	0	1	0
NEBRASKA	11	0	0	1	0
NEVADA	6	6	0	3	0
NEW HAMPSHIRE	6	0	0	1	0
NEW JERSEY	40	0	2	7	0
NEW MEXICO	16	1	0	2	0
NEW YORK	50	19	0	9	1
NORTH CAROLINA	29	9	3	14	0
NORTH DAKOTA	4	0	0	1	0
OHIO	106	0	0	20	2
OKLAHOMA	13	0	0	1	2
OREGON	9	2	8	15	0
PENNSYLVANIA	39	.	2	5	2
PUERTO RICO	20	0	1	4	0
RHODE ISLAND	5	0	0	3	0
SOUTH CAROLINA	19	16	4	5	2
SOUTH DAKOTA	3	0	0	3	0
TENNESSEE	31	20	1	85	5
TEXAS	105	.	.	82	2
UTAH	9	2	2	3	0
VERMONT	4	0	0	0	0
VIRGINIA	23	4	0	12	0
WASHINGTON	33	2	0	0	0
WEST VIRGINIA	5	1	0	1	1
WISCONSIN	42	3	0	15	2
WYOMING	3	0	2	3	0
AMERICAN SAMOA	.	.	.	.	.
GUAM	1	.	0	1	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,830	386	164	779	85
50 STATES, D.C. & P.R	1,829	386	164	778	85

Please see data notes for an explanation of individual State differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
Washington State data based on previous year's data.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	8	3	2	46
ALASKA	3	0	1	7
ARIZONA	4	3	0	24
ARKANSAS	4	0	0	12
CALIFORNIA	208	137	18	821
COLORADO	158	29	32	408
CONNECTICUT	2	1	0	16
DELAWARE	40	4	2	58
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	63	8	35	310
GEORGIA	1	3	0	41
HAWAII	2	0	0	13
IDAHO	4	0	1	8
ILLINOIS	19	17	5	168
INDIANA	8	7	4	75
IOWA	5	5	11	91
KANSAS	5	1	1	35
KENTUCKY	6	0	6	43
LOUISIANA	0	13	8	74
MAINE	1	0	0	2
MARYLAND	1	0	2	20
MASSACHUSETTS	15	10	17	100
MICHIGAN	171	170	189	1,093
MINNESOTA	2	15	8	94
MISSISSIPPI	21	8	11	125
MISSOURI	10	4	4	56
MONTANA	0	0	0	3
NEBRASKA	5	1	0	18
NEVADA	2	1	0	18
NEW HAMPSHIRE	2	1	0	10
NEW JERSEY	5	0	0	54
NEW MEXICO	7	1	2	29
NEW YORK	19	0	1	99
NORTH CAROLINA	6	2	3	66
NORTH DAKOTA	0	1	0	6
OHIO	21	2	5	156
OKLAHOMA	6	1	3	26
OREGON	23	2	5	64
PENNSYLVANIA	5	11	1	65
PUERTO RICO	3	2	0	30
RHODE ISLAND	2	0	1	11
SOUTH CAROLINA	10	7	3	66
SOUTH DAKOTA	0	0	0	6
TENNESSEE	18	4	4	168
TEXAS	3	21	5	218
UTAH	8	0	1	25
VERMONT	2	0	0	6
VIRGINIA	5	1	1	46
WASHINGTON	18	5	4	62
WEST VIRGINIA	0	1	0	9
WISCONSIN	8	7	25	102
WYOMING	0	1	0	9
AMERICAN SAMOA	.	.	.	.
GUAM	0	0	0	2
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	939	510	421	5,114
50 STATES, D.C. & P.R	939	510	421	5,112

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

OTHER HEALTH IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
ALABAMA	69	27	0	6	3
ALASKA	18	0	0	11	1
ARIZONA	27	0	2	13	1
ARKANSAS	108	15	0	21	4
CALIFORNIA	265	94	8	522	15
COLORADO	.	.	.	.	.
CONNECTICUT	248	1	2	147	1
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	346	49	0	1,530	10
GEORGIA	130	73	0	51	.
HAWAII	9	10	6	2	3
IDAHO	31	0	0	8	0
ILLINOIS	141	2	5	274	8
INDIANA	53	1	0	20	2
IOWA	0	0	0	0	0
KANSAS	152	.	0	58	6
KENTUCKY	66	1	0	55	0
LOUISIANA	97	43	0	21	5
MAINE	51	1	2	26	1
MARYLAND	109	5	1	40	1
MASSACHUSETTS	51	0	2	18	0
MICHIGAN	.	.	.	.	.
MINNESOTA	251	0	1	2	1
MISSISSIPPI	0	0	0	0	0
MISSOURI	127	1	2	38	5
MONTANA	26	0	1	12	3
NEBRASKA	33	2	0	11	2
NEVADA	14	25	0	4	0
NEW HAMPSHIRE	118	4	1	18	2
NEW JERSEY	144	.	3	23	2
NEW MEXICO	29	2	0	11	1
NEW YORK	418	59	3	150	8
NORTH CAROLINA	270	47	0	80	11
NORTH DAKOTA	9	1	0	9	0
OHIO	357	0	1	387	5
OKLAHOMA	69	0	0	9	2
OREGON	69	19	2	63	2
PENNSYLVANIA	33	.	0	3	1
PUERTO RICO	27	5	3	8	4
RHODE ISLAND	68	0	0	114	2
SOUTH CAROLINA	43	14	1	24	0
SOUTH DAKOTA	6	1	0	25	0
TENNESSEE	204	92	9	895	14
TEXAS	632	.	28	1,235	19
UTAH	25	1	1	4	1
VERMONT	19	0	0	20	1
VIRGINIA	237	28	4	60	1
WASHINGTON	349	18	0	0	0
WEST VIRGINIA	31	0	0	9	2
WISCONSIN	100	1	1	44	8
WYOMING	25	0	1	10	0
AMERICAN SAMOA	.	.	.	.	.
GUAM	0	.	0	1	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	.	.	.	1
U.S. AND OUTLYING AREAS	5.706	642	90	6,092	159
50 STATES, D.C. & P.R	5.704	642	90	6,091	158

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

OTHER HEALTH IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	29	15	23	172
ALASKA	9	8	16	63
ARIZONA	53	6	23	125
ARKANSAS	129	29	48	354
CALIFORNIA	488	218	41	1,651
COLORADO	.	.	.	.
CONNECTICUT	154	79	98	730
DELAWARE	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	350	55	161	2,501
GEORGIA	42	28	40	364
HAWAII	7	0	6	43
IDAHO	30	4	8	81
ILLINOIS	77	33	33	573
INDIANA	29	16	36	157
IOWA	0	0	2	2
KANSAS	171	38	42	467
KENTUCKY	43	19	53	237
LOUISIANA	0	136	95	397
MAINE	36	9	25	151
MARYLAND	69	31	41	297
MASSACHUSETTS	18	13	20	122
MICHIGAN	.	.	.	.
MINNESOTA	18	163	59	495
MISSISSIPPI	0	0	0	0
MISSOURI	109	79	33	394
MONTANA	14	6	15	77
NEBRASKA	20	9	13	90
NEVADA	15	7	2	67
NEW HAMPSHIRE	57	34	32	266
NEW JERSEY	40	6	24	242
NEW MEXICO	41	21	8	113
NEW YORK	284	56	103	1,081
NORTH CAROLINA	136	51	156	751
NORTH DAKOTA	7	5	4	35
OHIO	147	12	58	967
OKLAHOMA	27	19	22	148
OREGON	147	38	57	397
PENNSYLVANIA	14	14	5	70
PUERTO RICO	11	4	13	75
RHODE ISLAND	53	2	37	276
SOUTH CAROLINA	25	19	14	140
SOUTH DAKOTA	2	2	3	39
TENNESSEE	419	75	91	1,799
TEXAS	60	174	77	2,225
UTAH	16	7	12	67
VERMONT	22	4	9	75
VIRGINIA	121	49	103	603
WASHINGTON	312	127	113	919
WEST VIRGINIA	8	16	19	85
WISCONSIN	57	19	25	255
WYOMING	0	25	10	71
AMERICAN SAMOA	.	.	.	.
GUAM	1	0	0	2
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	4	.	12	19
U.S. AND OUTLYING AREAS	3,921	1,780	1,940	20,330
50 STATES, D.C. & P.R	3,916	1,780	1,928	20,309

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

VISUAL IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
ALABAMA	17	4	0	5	1
ALASKA	3	0	0	2	0
ARIZONA	15	0	0	2	0
ARKANSAS	16	0	0	1	0
CALIFORNIA	97	47	18	23	3
COLORADO	23	1	0	7	0
CONNECTICUT	18	1	3	6	1
DELAWARE	1	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	64	11	0	1	0
GEORGIA	15	4	0	4	.
HAWAII	4	1	0	1	0
IDAHO	6	0	1	0	0
ILLINOIS	52	0	0	13	0
INDIANA	48	3	0	5	0
IOWA	6	0	1	1	0
KANSAS	18	.	0	4	0
KENTUCKY	29	2	0	8	1
LOUISIANA	16	9	0	1	0
MAINE	3	0	0	1	0
MARYLAND	19	9	0	2	0
MASSACHUSETTS	27	0	1	9	0
MICHIGAN	43	1	6	8	0
MINNESOTA	24	0	0	0	1
MISSISSIPPI	11	6	0	1	1
MISSOURI	40	0	0	8	0
MONTANA	2	0	0	0	0
NEBRASKA	6	0	0	1	0
NEVADA	3	2	0	1	0
NEW HAMPSHIRE	5	0	0	1	0
NEW JERSEY	23	.	0	6	0
NEW MEXICO	12	0	0	0	0
NEW YORK	41	3	2	4	0
NORTH CAROLINA	29	6	0	6	0
NORTH DAKOTA	1	0	0	1	0
OHIO	47	0	1	8	0
OKLAHOMA	45	0	0	1	0
OREGON	11	2	2	5	0
PENNSYLVANIA	72	.	1	17	0
PUERTO RICO	19	13	0	3	0
RHODE ISLAND	8	0	0	3	0
SOUTH CAROLINA	15	7	0	1	16
SOUTH DAKOTA	2	2	0	1	0
TENNESSEE	34	4	0	14	0
TEXAS	82	.	.	17	.
UTAH	13	1	1	1	0
VERMONT	3	0	0	0	1
VIRGINIA	27	1	0	7	0
WASHINGTON	9	1	0	0	0
WEST VIRGINIA	12	0	0	2	0
WISCONSIN	33	1	0	6	0
WYOMING	3	1	0	0	0
AMERICAN SAMOA	.	.	.	.	.
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,172	143	37	219	25
50 STATES, D.C. & P.R	1,172	143	37	219	25

Please see data notes for an explanation of individual State differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
Washington State data based on previous year's data.
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Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

VISUAL IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	5	7	5	44
ALASKA	1	0	1	7
ARIZONA	3	0	1	21
ARKANSAS	4	2	4	27
CALIFORNIA	83	50	11	332
COLORADO	23	1	0	55
CONNECTICUT	1	2	1	33
DELAWARE	1	0	2	4
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	17	3	14	110
GEORGIA	7	5	3	38
HAWAII	1	0	2	9
IDAHO	3	0	0	10
ILLINOIS	21	8	8	102
INDIANA	14	5	6	81
IOWA	0	1	1	10
KANSAS	6	0	1	29
KENTUCKY	4	0	5	49
LOUISIANA	0	14	6	46
MAINE	3	0	0	7
MARYLAND	4	1	1	36
MASSACHUSETTS	9	5	11	62
MICHIGAN	5	8	8	79
MINNESOTA	3	3	2	33
MISSISSIPPI	6	3	5	33
MISSOURI	11	4	6	69
MONTANA	1	0	1	4
NEBRASKA	0	2	1	10
NEVADA	1	1	1	9
NEW HAMPSHIRE	1	2	0	9
NEW JERSEY	7	1	0	37
NEW MEXICO	2	1	2	17
NEW YORK	8	1	2	61
NORTH CAROLINA	9	1	7	58
NORTH DAKOTA	0	0	0	2
OHIO	10	0	6	72
OKLAHOMA	10	3	6	65
OREGON	11	2	3	36
PENNSYLVANIA	9	13	3	115
PUERTO RICO	10	7	20	72
RHODE ISLAND	2	0	0	13
SOUTH CAROLINA	7	0	6	52
SOUTH DAKOTA	1	0	0	6
TENNESSEE	26	1	7	86
TEXAS	9	11	5	124
UTAH	2	1	0	19
VERMONT	0	0	0	4
VIRGINIA	6	3	0	44
WASHINGTON	9	5	3	27
WEST VIRGINIA	2	1	3	20
WISCONSIN	4	1	4	49
WYOMING	0	0	0	4
AMERICAN SAMOA	.	.	.	.
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	0	1
U.S. AND OUTLYING AREAS	383	179	184	2,342
50 STATES, D.C. & P.R	382	179	184	2,341

Please see data notes for an explanation of individual State differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
Washington State data based on previous year's data.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

AUTISM

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
ALABAMA	0	7	1	0	0
ALASKA	1	0	0	1	0
ARIZONA	4	0	1	26	0
ARKANSAS	5	2	0	0	0
CALIFORNIA	29	25	45	13	1
COLORADO	4	1	1	1	0
CONNECTICUT	11	0	2	0	0
DELAWARE	1	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	11	27	0	3	0
GEORGIA	5	7	0	12	.
HAWAII	1	2	0	0	0
IDAHO	2	0	0	0	0
ILLINOIS	13	0	14	0	1
INDIANA	23	8	3	1	1
IOWA	8	0	1	2	0
KANSAS	0	.	0	1	1
KENTUCKY	3	4	0	0	0
LOUISIANA	0	19	2	0	1
MAINE	2	2	0	1	0
MARYLAND	10	9	2	1	0
MASSACHUSETTS	33	0	1	9	0
MICHIGAN	26	10	12	11	0
MINNESOTA	39	0	0	0	1
MISSISSIPPI	2	4	0	1	0
MISSOURI	12	7	0	0	0
MONTANA	1	0	0	0	0
NEBRASKA	1	0	0	0	0
NEVADA	2	1	0	0	0
NEW HAMPSHIRE	1	0	0	0	0
NEW JERSEY	10	.	7	0	0
NEW MEXICO	3	0	0	0	0
NEW YORK	7	27	6	0	0
NORTH CAROLINA	16	30	10	8	1
NORTH DAKOTA	1	1	1	0	0
OHIO	7	0	0	0	0
OKLAHOMA	8	0	0	1	0
OREGON	19	5	13	6	0
PENNSYLVANIA	17	.	0	0	0
PUERTO RICO	0	3	2	0	0
RHODE ISLAND	3	0	0	1	0
SOUTH CAROLINA	0	6	1	0	0
SOUTH DAKOTA	2	1	2	2	0
TENNESSEE	5	8	3	2	0
TEXAS	42	.	.	12	.
UTAH	4	2	2	0	0
VERMONT	0	0	0	0	0
VIRGINIA	4	12	4	1	0
WASHINGTON	0	5	0	0	0
WEST VIRGINIA	4	4	1	0	0
WISCONSIN	15	1	1	1	0
WYOMING	1	0	1	0	0
AMERICAN SAMOA	.	.	.	.	.
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	418	240	139	117	7
50 STATES, D.C. & P.R	418	240	139	117	7

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

AUTISM

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	2	0	2	12
ALASKA	2	1	0	5
ARIZONA	7	2	1	41
ARKANSAS	3	0	0	10
CALIFORNIA	89	39	3	244
COLORADO	4	0	1	12
CONNECTICUT	14	2	1	30
DELAWARE	3	1	0	5
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	22	6	5	74
GEORGIA	1	2	0	27
HAWAII	1	0	0	4
IDAHO	2	1	2	7
ILLINOIS	6	7	0	41
INDIANA	21	9	4	70
IOWA	1	0	3	15
KANSAS	3	2	0	7
KENTUCKY	8	0	2	17
LOUISIANA	0	4	3	29
MAINE	3	2	0	10
MARYLAND	5	2	0	29
MASSACHUSETTS	12	8	13	76
MICHIGAN	15	12	7	93
MINNESOTA	3	5	4	52
MISSISSIPPI	0	0	0	7
MISSOURI	10	4	1	34
MONTANA	0	0	0	1
NEBRASKA	0	0	0	1
NEVADA	0	0	0	3
NEW HAMPSHIRE	1	1	0	3
NEW JERSEY	8	0	2	27
NEW MEXICO	0	1	0	4
NEW YORK	23	4	0	67
NORTH CAROLINA	17	1	8	91
NORTH DAKOTA	0	0	0	3
OHIO	3	0	1	11
OKLAHOMA	5	0	0	14
OREGON	44	3	10	100
PENNSYLVANIA	4	9	2	32
PUERTO RICO	4	2	1	12
RHODE ISLAND	3	0	0	7
SOUTH CAROLINA	2	3	0	12
SOUTH DAKOTA	1	1	0	9
TENNESSEE	11	1	0	30
TEXAS	3	9	4	70
UTAH	4	0	0	12
VERMONT	1	0	0	1
VIRGINIA	9	7	1	38
WASHINGTON	6	0	0	11
WEST VIRGINIA	1	0	1	11
WISCONSIN	4	2	2	26
WYOMING	0	0	0	2
AMERICAN SAMOA	.	.	.	.
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	391	153	84	1,549
50 STATES, D.C. & P.R	391	153	84	1,549

Please see data notes for an explanation of individual State differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

DEAF-BLINDNESS

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
ALABAMA	0	2	0	0	0
ALASKA	0	0	0	0	0
ARIZONA	6	0	0	0	0
ARKANSAS	0	0	0	0	0
CALIFORNIA	2	3	4	0	0
COLORADO	4	0	0	0	2
CONNECTICUT	4	0	0	0	0
DELAWARE	1	1	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0	1	0	0	0
GEORGIA	0	2	0	0	.
HAWAII	0	0	0	0	0
IDAHO	2	0	0	0	0
ILLINOIS	2	0	1	0	0
INDIANA	3	2	1	1	0
IOWA	0	0	0	0	0
KANSAS	1	.	0	0	0
KENTUCKY	0	0	0	0	0
LOUISIANA	0	0	0	0	0
MAINE	0	0	0	0	0
MARYLAND	0	2	0	0	0
MASSACHUSETTS	2	0	0	0	0
MICHIGAN	.	.	.	.	.
MINNESOTA	2	0	0	0	0
MISSISSIPPI	1	0	0	0	0
MISSOURI	0	1	0	0	0
MONTANA	3	0	0	0	0
NEBRASKA	0	0	0	0	0
NEVADA	0	0	0	2	0
NEW HAMPSHIRE	1	0	0	0	0
NEW JERSEY	2	.	0	1	0
NEW MEXICO	0	0	0	1	0
NEW YORK	0	0	0	0	0
NORTH CAROLINA	0	0	1	0	0
NORTH DAKOTA	0	0	0	0	0
OHIO	1	0	0	0	0
OKLAHOMA	2	0	0	0	0
OREGON	0	0	0	0	0
PENNSYLVANIA	2	.	0	0	0
PUERTO RICO	2	0	1	1	0
RHODE ISLAND	0	0	1	0	0
SOUTH CAROLINA	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0
TENNESSEE	0	1	0	0	0
TEXAS	5	.	.	.	1
UTAH	1	2	2	0	0
VERMONT	0	0	0	0	0
VIRGINIA	0	0	0	0	0
WASHINGTON	3	1	0	0	0
WEST VIRGINIA	0	0	0	0	0
WISCONSIN	0	0	0	0	0
WYOMING	0	0	0	0	0
AMERICAN SAMOA	.	.	.	.	.
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	1
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	52	18	11	6	4
50 STATES, D.C. & P.R	52	18	11	6	3

Please see data notes for an explanation of individual State differences.

"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

DEAF-BLINDNESS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	0	0	0	2
ALASKA	0	1	0	1
ARIZONA	1	3	1	11
ARKANSAS	3	0	0	3
CALIFORNIA	9	2	0	20
COLORADO	0	0	0	6
CONNECTICUT	1	1	0	6
DELAWARE	1	0	1	4
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	0	0	1	2
GEORGIA	0	1	0	3
HAWAII	0	0	0	0
IDAHO	1	0	0	3
ILLINOIS	0	0	0	3
INDIANA	0	0	0	7
IOWA	0	0	0	0
KANSAS	1	1	0	3
KENTUCKY	2	3	4	9
LOUISIANA	0	0	0	0
MAINE	0	1	0	1
MARYLAND	0	0	0	2
MASSACHUSETTS	0	0	0	2
MICHIGAN	.	.	.	.
MINNESOTA	0	1	0	3
MISSISSIPPI	0	0	0	1
MISSOURI	0	0	0	1
MONTANA	0	0	0	3
NEBRASKA	0	0	1	1
NEVADA	0	0	0	2
NEW HAMPSHIRE	0	0	0	1
NEW JERSEY	1	0	0	4
NEW MEXICO	1	0	0	2
NEW YORK	0	0	0	0
NORTH CAROLINA	0	0	0	1
NORTH DAKOTA	0	0	0	0
OHIO	3	0	0	4
OKLAHOMA	2	0	0	4
OREGON	1	0	0	1
PENNSYLVANIA	0	0	0	2
PUERTO RICO	0	0	1	5
RHODE ISLAND	0	0	0	1
SOUTH CAROLINA	0	0	0	0
SOUTH DAKOTA	0	0	0	0
TENNESSEE	0	0	0	1
TEXAS	2	.	1	9
UTAH	1	0	0	6
VERMONT	0	0	0	0
VIRGINIA	0	0	0	0
WASHINGTON	2	1	0	7
WEST VIRGINIA	1	0	0	1
WISCONSIN	0	0	1	1
WYOMING	0	0	0	0
AMERICAN SAMOA	.	.	.	.
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	1
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	33	15	11	150
50 STATES, D.C. & P.R	33	15	11	149

Please see data notes for an explanation of individual State differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
Washington State data based on previous year's data.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

TRAUMATIC BRAIN INJURY

STATE	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
ALABAMA	11	5	3	4	0
ALASKA	1	0	0	1	0
ARIZONA	67	0	0	19	0
ARKANSAS	9	3	2	1	0
CALIFORNIA	34	17	2	12	1
COLORADO	20	1	1	1	0
CONNECTICUT	7	1	0	0	0
DELAWARE	1	0	0	0	0
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	21	8	0	4	0
GEORGIA	6	5	0	1	1
HAWAII	3	3	0	1	0
IDAHO	11	0	1	9	0
ILLINOIS	31	3	3	3	1
INDIANA	32	4	2	3	1
IOWA	10	0	0	3	0
KANSAS	8	.	1	5	0
KENTUCKY	15	1	0	3	0
LOUISIANA	12	2	0	1	1
MAINE	7	1	0	2	0
MARYLAND	19	1	2	0	0
MASSACHUSETTS	12	0	0	5	0
MICHIGAN	.	.	.	.	.
MINNESOTA	20	0	1	0	1
MISSISSIPPI	4	2	1	0	0
MISSOURI	24	0	1	3	0
MONTANA	5	.	0	0	0
NEBRASKA	5	0	0	0	0
NEVADA	3	3	0	0	0
NEW HAMPSHIRE	2	0	0	0	0
NEW JERSEY	15	.	1	0	0
NEW MEXICO	8	0	1	2	0
NEW YORK	40	15	4	9	0
NORTH CAROLINA	17	7	0	3	1
NORTH DAKOTA	4	0	0	1	0
OHIO	37	0	0	3	0
OKLAHOMA	16	0	1	3	1
OREGON	8	3	4	3	0
PENNSYLVANIA	102	.	4	15	0
PUERTO RICO	1	0	2	0	0
RHODE ISLAND	3	0	0	0	0
SOUTH CAROLINA	2	2	0	0	0
SOUTH DAKOTA	3	2	0	4	0
TENNESSEE	12	12	0	4	0
TEXAS	36	.	.	9	.
UTAH	17	0	2	5	1
VERMONT	3	0	0	1	0
VIRGINIA	22	7	0	3	0
WASHINGTON	0	4	0	0	0
WEST VIRGINIA	19	0	1	1	1
WISCONSIN	20	1	0	4	0
WYOMING	4	1	0	1	0
AMERICAN SAMOA	.	.	.	.	.
GUAM	1	.	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	790	114	40	152	10
50 STATES, D.C. & P.R	789	114	40	152	10

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Table AD1

Number of Students Age 14 and Older Exiting Special Education, During the 1998-99 School Year

TRAUMATIC BRAIN INJURY

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	4	0	3	30
ALASKA	2	1	1	6
ARIZONA	43	36	7	172
ARKANSAS	16	0	2	33
CALIFORNIA	63	26	8	163
COLORADO	18	0	1	42
CONNECTICUT	5	1	0	14
DELAWARE	0	0	0	1
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	10	2	6	51
GEORGIA	3	3	2	21
HAWAII	1	0	2	10
IDAHO	2	3	6	32
ILLINOIS	10	11	5	67
INDIANA	6	6	10	64
IOWA	3	1	4	21
KANSAS	4	0	1	19
KENTUCKY	7	0	6	32
LOUISIANA	0	9	6	31
MAINE	2	0	2	14
MARYLAND	2	0	1	25
MASSACHUSETTS	4	4	4	29
MICHIGAN	.	.	.	.
MINNESOTA	0	5	2	29
MISSISSIPPI	3	0	4	14
MISSOURI	9	3	4	44
MONTANA	5	0	0	10
NEBRASKA	4	2	1	12
NEVADA	6	1	1	14
NEW HAMPSHIRE	2	0	1	5
NEW JERSEY	1	0	0	17
NEW MEXICO	4	3	1	19
NEW YORK	22	7	7	104
NORTH CAROLINA	14	4	9	55
NORTH DAKOTA	1	0	0	6
OHIO	6	0	3	49
OKLAHOMA	7	3	3	34
OREGON	17	6	7	48
PENNSYLVANIA	17	24	11	173
PUERTO RICO	0	1	0	4
RHODE ISLAND	4	0	2	9
SOUTH CAROLINA	1	1	0	6
SOUTH DAKOTA	0	0	2	11
TENNESSEE	16	3	5	52
TEXAS	1	5	4	55
UTAH	9	1	12	47
VERMONT	1	0	1	6
VIRGINIA	6	2	5	45
WASHINGTON	2	0	0	6
WEST VIRGINIA	2	2	3	29
WISCONSIN	6	4	2	37
WYOMING	0	3	2	11
AMERICAN SAMOA	.	.	.	.
GUAM	0	0	0	1
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	371	183	169	1,829
50 STATES, D.C. & P.R	371	183	169	1,828

Please see data notes for an explanation of individual State differences.
"Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
Washington State data based on previous year's data.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Group, During the 1998-99 School Year

ALL DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
14	46	52	0	14,501	228
15	49	55	1	15,389	278
16	529	178	5	14,009	314
17	26,143	3,267	42	11,730	319
18	69,688	11,686	244	7,012	220
19	40,455	8,336	109	2,255	143
20	8,217	2,901	761	530	93
21+	4,345	2,789	3,691	292	96
14-21	149,472	29,264	4,853	65,718	1,691

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	30,375	10,856	2,334	58,392
15	29,293	11,959	5,460	62,484
16	26,997	12,787	15,740	70,559
17	20,889	11,341	20,647	94,378
18	12,038	7,716	19,268	127,872
19	3,999	3,460	8,445	67,202
20	1,302	1,519	2,445	17,768
21+	664	1,242	802	13,921
14-21	125,557	60,880	75,141	512,576

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Group, During the 1998-99 School Year

SPECIFIC LEARNING DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
14	27	30	0	7,862	64
15	31	36	1	8,954	107
16	314	95	2	8,245	116
17	17,952	1,821	25	6,916	145
18	49,238	6,528	114	4,207	78
19	27,817	4,168	48	1,267	35
20	4,421	797	159	245	11
21+	938	238	676	83	14
14-21	100,738	13,713	1,025	37,779	570

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	17,423	6,401	1,297	33,104
15	15,959	6,958	3,020	35,066
16	14,306	7,242	8,717	39,037
17	11,403	6,566	11,805	56,633
18	6,533	4,493	11,491	82,682
19	2,003	1,950	5,124	42,412
20	488	771	1,356	8,248
21+	152	568	346	3,015
14-21	68,267	34,949	43,156	300,197

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters. Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Group, During the 1998-99 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
14	8	15	0	3,783	20
15	4	6	0	2,483	15
16	26	6	0	1,495	10
17	754	56	0	960	9
18	2,125	224	6	524	6
19	1,055	133	4	151	6
20	186	36	3	38	3
21+	102	18	90	13	4
14-21	4,260	494	103	9,447	73

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	1,279	551	99	5,755
15	902	376	130	3,916
16	644	316	334	2,831
17	466	239	406	2,890
18	247	176	405	3,713
19	107	90	183	1,729
20	32	59	67	424
21+	14	58	20	319
14-21	3,691	1,865	1,644	21,577

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Group, During the 1998-99 School Year

MENTAL RETARDATION

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
14	6	5	0	423	45
15	5	4	0	445	44
16	23	26	0	442	59
17	1,143	793	7	440	62
18	5,882	3,307	44	314	50
19	5,244	2,924	24	218	46
20	1,829	1,414	417	84	32
21+	1,954	1,805	1,739	95	39
14-21	16,086	10,278	2,231	2,461	377

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	3,020	951	260	4,710
15	3,025	1,076	626	5,225
16	2,873	1,142	1,816	6,381
17	2,289	982	2,361	8,077
18	1,606	815	2,546	14,564
19	748	447	1,282	10,933
20	374	239	481	4,870
21+	251	252	256	6,391
14-21	14,186	5,904	9,628	61,151

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AD2

Number of Students With Disabilities Exiting Special Education by Age Group, During the 1998-99 School Year

EMOTIONAL DISTURBANCE

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
14	1	1	0	1,201	23
15	5	7	0	1,796	30
16	114	34	2	1,935	31
17	3,426	366	8	1,656	39
18	6,109	820	64	877	30
19	3,065	456	21	273	8
20	742	151	83	64	5
21+	273	53	225	30	5
14-21	13,735	1,888	403	7,832	171

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	6,390	2,243	518	10,377
15	7,277	2,826	1,385	13,326
16	7,293	3,308	4,064	16,781
17	5,243	2,824	4,983	18,545
18	2,765	1,737	3,786	16,188
19	727	729	1,359	6,638
20	222	296	375	1,938
21+	99	221	113	1,019
14-21	30,016	14,184	16,583	84,812

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Group, During the 1998-99 School Year

MULTIPLE DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
14	0	0	0	52	38
15	1	0	0	53	24
16	3	2	1	62	29
17	195	41	0	58	17
18	630	110	1	44	22
19	449	110	5	21	20
20	265	197	34	10	21
21+	532	342	514	22	24
14-21	2,075	802	555	322	195

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	421	99	37	647
15	428	71	46	623
16	405	100	155	757
17	359	94	188	952
18	240	89	165	1,301
19	152	56	119	932
20	93	56	47	723
21+	75	66	31	1,606
14-21	2,173	631	788	7,541

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Group, During the 1998-99 School Year

HEARING IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
14	2	1	0	89	0
15	1	2	0	122	5
16	6	3	0	107	0
17	489	44	0	91	2
18	1,114	197	3	63	4
19	716	172	0	26	2
20	189	91	11	10	1
21+	93	36	41	4	1
14-21	2,610	546	55	512	15

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	284	77	19	472
15	246	95	41	512
16	238	114	89	557
17	195	99	117	1,037
18	133	64	143	1,721
19	64	45	88	1,113
20	18	20	27	367
21+	8	13	9	205
14-21	1,186	527	533	5,984

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Group, During the 1998-99 School Year

ORTHOPEDIC IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
14	1	0	0	139	9
15	0	0	0	182	10
16	5	1	0	166	19
17	260	35	0	137	15
18	765	115	2	102	11
19	537	98	3	32	8
20	138	57	13	9	9
21+	124	80	146	12	4
14-21	1,830	386	164	779	85

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	230	93	26	498
15	231	94	28	545
16	172	107	73	543
17	139	84	98	768
18	83	61	111	1,250
19	44	28	49	799
20	18	23	27	294
21+	22	20	9	417
14-21	939	510	421	5,114

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Group, During the 1998-99 School Year

OTHER HEALTH IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
14	0	0	0	850	23
15	2	0	0	1,270	38
16	29	11	0	1,450	33
17	1,506	75	2	1,383	21
18	2,834	268	10	822	17
19	1,011	186	3	240	16
20	233	62	11	56	7
21+	91	40	64	21	4
14-21	5,706	642	90	6,092	159

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	1,046	345	59	2,323
15	989	373	164	2,836
16	838	368	411	3,140
17	614	354	581	4,536
18	308	212	505	4,976
19	94	78	174	1,802
20	24	26	39	458
21+	8	24	7	259
14-21	3,921	1,780	1,940	20,330

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Group, During the 1998-99 School Year

VISUAL IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
14	1	0	0	49	1
15	0	0	0	40	1
16	6	0	0	51	17
17	234	11	0	45	3
18	517	44	0	20	2
19	268	28	0	8	0
20	88	24	4	5	1
21+	58	36	33	1	0
14-21	1,172	143	37	219	25

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	83	32	7	173
15	76	27	7	151
16	78	31	41	224
17	75	39	37	444
18	39	24	47	693
19	18	11	27	360
20	8	13	14	157
21+	6	2	4	140
14-21	383	179	184	2,342

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Group, During the 1998-99 School Year

AUTISM

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
14	0	0	0	19	1
15	0	0	0	17	2
16	2	0	0	19	0
17	49	9	0	17	2
18	121	36	0	22	0
19	86	33	1	9	1
20	62	48	18	7	1
21+	98	114	120	7	0
14-21	418	240	139	117	7

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	107	38	6	171
15	77	27	7	130
16	59	20	9	109
17	45	19	15	156
18	38	20	24	261
19	23	10	12	175
20	18	8	5	167
21+	24	11	6	380
14-21	391	153	84	1,549

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students With Disabilities Exiting Special Education by Age Group, During the 1998-99 School Year

DEAF-BLINDNESS

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
14	0	0	0	1	1
15	0	0	0	1	2
16	0	0	0	1	0
17	10	1	0	0	0
18	15	1	0	1	0
19	10	1	0	1	0
20	8	4	1	0	1
21+	9	11	10	1	0
14-21	52	18	11	6	4

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	10	2	0	14
15	7	5	0	15
16	6	2	4	13
17	4	1	1	17
18	3	3	2	25
19	3	0	4	19
20	0	0	0	14
21+	0	2	0	33
14-21	33	15	11	150

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AD2

Number of Students With Disabilities Exiting Special Education by Age Group, During the 1998-99 School Year

TRAUMATIC BRAIN INJURY

AGE GROUP	GRADUATED WITH DIPLOMA	RECEIVED A CERTIFICATE	REACHED MAXIMUM AGE	NO LONGER RECEIVING SPECIAL EDUCATION	DIED
14	0	0	0	33	3
15	0	0	0	26	0
16	1	0	0	36	0
17	125	15	0	27	4
18	338	36	0	16	0
19	197	27	0	9	1
20	56	20	7	2	1
21+	73	16	33	3	1
14-21	790	114	40	152	10

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
14	82	24	6	148
15	76	31	6	139
16	85	37	27	186
17	57	40	55	323
18	43	22	43	498
19	16	16	24	290
20	7	8	7	108
21+	5	5	1	137
14-21	371	183	169	1,829

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD3

Number of Students with Disabilities Exiting School by Graduation with a Diploma, Graduation with a Certificate, and Reached Maximum Age by Age, During School Years 1989-90 Through 1998-99

GRADUATED WITH A DIPLOMA

REPORTING YEAR

AGE GROUP	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
14	262	82	139	127	91	62	42	26	73	46
15	170	152	172	110	169	106	61	35	60	49
16	471	543	506	472	532	545	403	407	686	529
17	14,453	14,663	14,360	16,149	15,417	16,455	16,193	17,224	25,504	26,143
18	44,853	46,707	45,068	46,809	47,847	49,988	53,523	56,647	66,310	69,688
19	27,776	29,194	29,325	27,162	35,730	37,154	40,208	43,521	40,973	40,455
20	8,129	7,468	7,445	7,205	9,361	9,254	10,222	10,470	9,321	8,217
21+	3,369	3,165	3,740	3,555	4,763	4,907	5,399	6,284	5,015	4,289
14-22	103,688	101,974	100,755	101,589	113,910	118,471	126,051	134,614	147,942	149,472

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REPORTING YEAR

AGE GROUP	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
14	356	264	223	64	130	73	114	64	82	52
15	350	378	158	91	71	68	117	50	52	55
16	399	430	217	142	178	154	236	129	152	178
17	1,811	1,938	1,930	2,201	2,016	2,373	2,286	2,617	3,088	3,267
18	6,993	6,956	7,264	8,259	7,766	9,017	9,151	10,417	11,397	11,686
19	5,821	6,780	7,593	8,345	7,001	7,308	7,850	8,701	8,464	8,336
20	2,845	7,025	7,190	8,189	3,408	3,083	3,199	3,293	3,630	2,901
21+	3,132	5,963	6,267	6,693	3,413	3,030	3,193	3,343	3,044	2,782
14-22	28,770	29,734	30,842	33,984	23,983	25,106	26,146	28,614	29,909	29,264

REACHED MAXIMUM AGE

REPORTING YEAR

AGE GROUP	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
14	6	5	8	6	7	4	1	2	0	0
15	43	9	16	51	9	7	16	2	3	1
16	157	74	44	45	39	26	20	5	6	5
17	136	74	70	91	106	37	23	21	19	42
18	256	66	115	163	110	110	116	97	166	244
19	175	60	68	193	91	79	91	55	119	109
20	539	560	588	725	525	383	365	523	527	761
21+	4,388	3,522	3,428	3,768	3,707	3,308	3,544	3,691	3,767	3,691
14-22	5,700	4,370	4,337	5,042	4,594	3,954	4,176	4,420	4,607	4,853

The data collection on exiting status was changed in 1992-93 from counting students exiting the school system to counting students who exited from special education. These three bases of exit had the same definitions across the data collections for the years shown.

For 1989-90, the total number of students with disabilities ages 14-22+ will not equal the sum for the individual age years because Texas did not apportion children by individual age.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

Washington State data based on previous year's data.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Number of Children Ages $14\text{-}21^{+}$ Exiting Special Education by Race/Ethnicity, During the 1998-99 School Year

ALL DISABILITIES
GRADUATED WITH DIPLOMA

STATE	NUMBER AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	7	1	346	3	1,128
ALASKA	119	9	30	12	239
ARIZONA	137	8	119	536	1,120
ARKANSAS	3	3	629	24	1,594
CALIFORNIA	76	538	1,298	3,131	4,656
COLORADO	15	23	187	344	1,601
CONNECTICUT	18	21	345	245	2,413
DELAWARE	1	4	101	10	188
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	11	46	1,028	565	3,299
GEORGIA	6	10	283	12	1,100
HAWAII	1	309	10	19	90
IDAHO	5	2	2	51	683
ILLINOIS	9	89	1,695	587	5,619
INDIANA	4	8	440	55	3,810
IOWA	7	20	90	36	2,104
KANSAS	18	19	143	87	1,784
KENTUCKY	0	2	266	7	1,777
LOUISIANA	3	3	361	9	644
MAINE	2	5	10	9	1,022
MARYLAND	9	57	873	100	1,780
MASSACHUSETTS	12	76	585	591	4,587
MICHIGAN	38	70	609	77	3,913
MINNESOTA	74	70	132	69	3,708
MISSISSIPPI	0	1	413	0	276
MISSOURI	7	12	663	31	3,264
MONTANA	47	1	2	7	459
NEBRASKA	3	2	6	26	687
NEVADA	10	9	30	36	295
NEW HAMPSHIRE	2	5	7	7	1,009
NEW JERSEY	24	174	1,955	983	5,642
NEW MEXICO	143	3	28	515	414
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	17	0	7	4	352
OHIO	11	42	1,136	108	7,479
OKLAHOMA	373	9	383	75	2,196
OREGON	17	12	21	38	1,003
PENNSYLVANIA	17	43	682	256	8,326
PUERTO RICO	0	0	0	462	0
RHODE ISLAND	1	6	44	45	920
SOUTH CAROLINA	1	3	432	2	653
SOUTH DAKOTA	25	2	1	2	302
TENNESSEE	4	13	473	18	1,455
TEXAS	58	95	2,541	3,577	6,965
UTAH	35	22	21	102	1,378
VERMONT	1	1	0	0	372
VIRGINIA	8	73	843	154	2,935
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	1	2	104	4	1,585
WISCONSIN	71	42	252	92	3,772
WYOMING	7	0	2	25	298
AMERICAN SAMOA	0	18	0	0	0
GUAM	0	39	0	0	4
NORTHERN MARIANAS	0	11	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	25	2	0
BUR. OF INDIAN AFFAIRS	86	0	0	0	0
U.S. AND OUTLYING AREAS	1,544	2,033	19,653	13,150	100,900
50 STATES, D.C. & P.R.	1,458	1,965	19,628	13,148	100,896

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Percentage of Children Ages 14-21$^+$ Exiting Special Education by Race/Ethnicity, During the 1998-99 School Year

ALL DISABILITIES
GRADUATED WITH DIPLOMA

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.47	0.07	23.30	0.20	75.96
ALASKA	29.10	2.20	7.33	2.93	58.44
ARIZONA	7.14	0.42	6.20	27.92	58.33
ARKANSAS	0.13	0.13	27.92	1.07	70.75
CALIFORNIA	0.78	5.55	13.38	32.28	48.00
COLORADO	0.69	1.06	8.62	15.85	73.78
CONNECTICUT	0.59	0.69	11.34	8.05	79.32
DELAWARE	0.33	1.32	33.22	3.29	61.84
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.22	0.93	20.77	11.42	66.66
GEORGIA	0.43	0.71	20.06	0.85	77.96
HAWAII	0.23	72.03	2.33	4.43	20.98
IDAHO	0.67	0.27	0.27	6.86	91.92
ILLINOIS	0.11	1.11	21.19	7.34	70.25
INDIANA	0.09	0.19	10.19	1.27	88.26
IOWA	0.31	0.89	3.99	1.60	93.22
KANSAS	0.88	0.93	6.97	4.24	86.98
KENTUCKY	0.00	0.10	12.96	0.34	86.60
LOUISIANA	0.29	0.29	35.39	0.88	63.14
MAINE	0.19	0.48	0.95	0.86	97.52
MARYLAND	0.32	2.02	30.97	3.55	63.14
MASSACHUSETTS	0.21	1.30	10.00	10.10	78.40
MICHIGAN	0.81	1.49	12.94	1.64	83.13
MINNESOTA	1.83	1.73	3.26	1.70	91.49
MISSISSIPPI	0.00	0.14	59.86	0.00	40.00
MISSOURI	0.18	0.30	16.67	0.78	82.07
MONTANA	9.11	0.19	0.39	1.36	88.95
NEBRASKA	0.41	0.28	0.83	3.59	94.89
NEVADA	2.63	2.37	7.89	9.47	77.63
NEW HAMPSHIRE	0.19	0.49	0.68	0.68	97.96
NEW JERSEY	0.27	1.98	22.27	11.20	64.27
NEW MEXICO	12.96	0.27	2.54	46.69	37.53
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	4.47	0.00	1.84	1.05	92.63
OHIO	0.13	0.48	12.94	1.23	85.22
OKLAHOMA	12.29	0.30	12.62	2.47	72.33
OREGON	1.56	1.10	1.92	3.48	91.93
PENNSYLVANIA	0.18	0.46	7.31	2.75	89.30
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.10	0.59	4.33	4.43	90.55
SOUTH CAROLINA	0.09	0.27	39.60	0.18	59.85
SOUTH DAKOTA	7.53	0.60	0.30	0.60	90.96
TENNESSEE	0.20	0.66	24.10	0.92	74.12
TEXAS	0.44	0.72	19.20	27.02	52.62
UTAH	2.25	1.41	1.35	6.55	88.45
VERMONT	0.27	0.27	0.00	0.00	99.47
VIRGINIA	0.20	1.82	21.01	3.84	73.14
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0.06	0.12	6.13	0.24	93.46
WISCONSIN	1.68	0.99	5.96	2.18	89.19
WYOMING	2.11	0.00	0.60	7.53	89.76
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	90.70	0.00	0.00	9.30
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	92.59	7.41	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.12	1.48	14.32	9.58	73.50
50 STATES, D.C. & P.R.	1.06	1.43	14.32	9.59	73.60

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AD4

Number of Children Ages 14-21⁺ Exiting Special Education by Race/Ethnicity, During the 1998-99 School Year

ALL DISABILITIES
RECEIVED A CERTIFICATE

	NUMBER				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	17	3	1,166	11	874
ALASKA	8	0	0	0	6
ARIZONA	0	0	0	0	0
ARKANSAS	1	1	118	6	133
CALIFORNIA	46	243	631	1,787	1,783
COLORADO	1	1	4	23	94
CONNECTICUT	0	1	8	3	29
DELAWARE	0	0	15	0	15
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	8	22	1,423	511	1,951
GEORGIA	3	3	921	24	851
HAWAII	1	270	4	8	51
IDAHO	0	0	0	0	12
ILLINOIS	0	1	53	8	111
INDIANA	2	1	69	8	284
IOWA	0	0	1	0	74
KANSAS	.	.	.	.	.
KENTUCKY	0	0	47	0	220
LOUISIANA	13	4	1,053	9	513
MAINE	0	0	1	0	71
MARYLAND	0	4	171	5	149
MASSACHUSETTS	0	0	0	0	0
MICHIGAN	3	4	38	12	408
MINNESOTA	0	0	0	0	0
MISSISSIPPI	2	0	1,199	1	511
MISSOURI	1	0	78	5	256
MONTANA	1	0	0	0	8
NEBRASKA	0	0	3	0	16
NEVADA	14	14	108	91	413
NEW HAMPSHIRE	0	0	0	0	37
NEW JERSEY	.	.	.	.	.
NEW MEXICO	15	1	1	48	28
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0	0	0	0	9
OHIO	0	0	0	0	0
OKLAHOMA	0	0	0	0	0
OREGON	8	4	9	9	236
PENNSYLVANIA	.	.	.	.	.
PUERTO RICO	0	0	0	397	0
RHODE ISLAND	0	0	0	0	7
SOUTH CAROLINA	0	1	689	5	399
SOUTH DAKOTA	4	0	0	0	18
TENNESSEE	0	0	747	0	1,875
TEXAS	.	.	.	.	.
UTAH	2	1	1	5	62
VERMONT	0	0	0	0	7
VIRGINIA	3	11	487	15	527
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0	0	0	2	118
WISCONSIN	3	0	4	1	138
WYOMING	0	0	0	2	8
AMERICAN SAMOA	0	3	0	0	0
GUAM	0	.	.	.	.
NORTHERN MARIANAS	0	4	0	0	0
PALAU	0	2	0	0	0
VIRGIN ISLANDS	0	0	27	0	0
BUR. OF INDIAN AFFAIRS	41	0	0	0	0
U.S. AND OUTLYING AREAS	197	599	9,076	2,996	12,302
50 STATES, D.C. & P.R.	156	590	9,049	2,996	12,302

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Percentage of Children Ages 14-21$^+$ Exiting Special Education by Race/Ethnicity, During the 1998-99 School Year

ALL DISABILITIES
RECEIVED A CERTIFICATE

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.82	0.14	56.30	0.53	42.20
ALASKA	57.14	0.00	0.00	0.00	42.86
ARIZONA	.	.	.	.	.
ARKANSAS	0.39	0.39	45.56	2.32	51.35
CALIFORNIA	1.02	5.41	14.05	39.80	39.71
COLORADO	0.81	0.81	3.25	18.70	76.42
CONNECTICUT	0.00	2.44	19.51	7.32	70.73
DELAWARE	0.00	0.00	50.00	0.00	50.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.20	0.56	36.35	13.05	49.83
GEORGIA	0.17	0.17	51.11	1.33	47.23
HAWAII	0.30	80.84	1.20	2.40	15.27
IDAHO	0.00	0.00	0.00	0.00	100.00
ILLINOIS	0.00	0.58	30.64	4.62	64.16
INDIANA	0.55	0.27	18.96	2.20	78.02
IOWA	0.00	0.00	1.33	0.00	98.67
KANSAS	.	.	.	.	.
KENTUCKY	0.00	0.00	17.60	0.00	82.40
LOUISIANA	0.82	0.25	66.14	0.57	32.22
MAINE	0.00	0.00	1.39	0.00	98.61
MARYLAND	0.00	1.22	51.98	1.52	45.29
MASSACHUSETTS	.	.	.	.	.
MICHIGAN	0.65	0.86	8.17	2.58	87.74
MINNESOTA	.	.	.	.	.
MISSISSIPPI	0.12	0.00	69.99	0.06	29.83
MISSOURI	0.29	0.00	22.94	1.47	75.29
MONTANA	11.11	0.00	0.00	0.00	88.89
NEBRASKA	0.00	0.00	15.79	0.00	84.21
NEVADA	2.19	2.19	16.88	14.22	64.53
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	.	.	.	.	.
NEW MEXICO	16.13	1.08	1.08	51.61	30.11
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0.00	0.00	0.00	0.00	100.00
OHIO	.	.	.	.	.
OKLAHOMA	.	.	.	.	.
OREGON	3.01	1.50	3.38	3.38	88.72
PENNSYLVANIA	.	.	.	.	.
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	100.00
SOUTH CAROLINA	0.00	0.09	62.98	0.46	36.47
SOUTH DAKOTA	18.18	0.00	0.00	0.00	81.82
TENNESSEE	0.00	0.00	28.49	0.00	71.51
TEXAS	.	.	.	.	.
UTAH	2.82	1.41	1.41	7.04	87.32
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.29	1.05	46.69	1.44	50.53
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0.00	0.00	0.00	1.67	98.33
WISCONSIN	2.05	0.00	2.74	0.68	94.52
WYOMING	0.00	0.00	0.00	20.00	80.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	.	.	.	.	.
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.78	2.38	36.06	11.90	48.88
50 STATES, D.C. & P.R.	0.62	2.35	36.06	11.94	49.03

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Number of Children Ages 14-21⁺ Exiting Special Education by Race/Ethnicity, During the 1998-99 School Year

ALL DISABILITIES
REACHED MAXIMUM AGE

	NUMBER				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0	0	30	0	56
ALASKA	1	0	0	0	1
ARIZONA	2	0	3	22	42
ARKANSAS	0	0	3	0	12
CALIFORNIA	0	29	28	71	111
COLORADO	2	2	5	24	65
CONNECTICUT	0	1	14	13	30
DELAWARE	0	0	5	0	5
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0	0	0	0	0
GEORGIA	0	0	30	1	17
HAWAII	3	173	4	9	45
IDAHO	0	0	0	2	18
ILLINOIS	0	15	219	67	232
INDIANA	0	0	6	0	33
IOWA	1	0	4	2	43
KANSAS	1	1	1	1	17
KENTUCKY	0	0	0	0	14
LOUISIANA	0	0	20	0	13
MAINE	0	0	0	0	16
MARYLAND	0	1	64	5	36
MASSACHUSETTS	0	3	21	21	164
MICHIGAN	1	2	116	10	213
MINNESOTA	1	4	6	1	38
MISSISSIPPI	0	0	17	0	13
MISSOURI	0	1	64	1	60
MONTANA	0	0	0	0	3
NEBRASKA	1	0	0	1	12
NEVADA	0	3	4	3	14
NEW HAMPSHIRE	0	0	0	0	85
NEW JERSEY	1	5	134	37	105
NEW MEXICO	0	0	1	1	1
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0	0	0	0	5
OHIO	0	0	9	0	96
OKLAHOMA	0	0	1	0	12
OREGON	3	7	6	17	139
PENNSYLVANIA	0	1	10	2	85
PUERTO RICO	1	0	0	175	0
RHODE ISLAND	0	0	4	6	22
SOUTH CAROLINA	0	0	55	.	54
SOUTH DAKOTA	4	0	0	0	17
TENNESSEE	0	0	28	0	88
TEXAS	.	1	25	12	17
UTAH	0	0	0	0	10
VERMONT	0	0	0	0	7
VIRGINIA	0	0	18	4	44
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0	0	1	0	18
WISCONSIN	0	0	6	2	47
WYOMING	0	0	1	2	17
AMERICAN SAMOA	0	1	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	8	0	0	0	0
U.S. AND OUTLYING AREAS	30	250	963	512	2,192
50 STATES, D.C. & P.R.	22	249	963	512	2,192

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Percentage of Children Ages 14-21⁺ Exiting Special Education by Race/Ethnicity, *During the 1998-99 School Year*

ALL DISABILITIES
REACHED MAXIMUM AGE

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.00	0.00	34.88	0.00	65.12
ALASKA	50.00	0.00	0.00	0.00	50.00
ARIZONA	2.90	0.00	4.35	31.88	60.87
ARKANSAS	0.00	0.00	20.00	0.00	80.00
CALIFORNIA	0.00	12.13	11.72	29.71	46.44
COLORADO	2.04	2.04	5.10	24.49	66.33
CONNECTICUT	0.00	1.72	24.14	22.41	51.72
DELAWARE	0.00	0.00	50.00	0.00	50.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	.	.	.	.	.
GEORGIA	0.00	0.00	62.50	2.08	35.42
HAWAII	1.28	73.93	1.71	3.85	19.23
IDAHO	0.00	0.00	0.00	10.00	90.00
ILLINOIS	0.00	2.81	41.09	12.57	43.53
INDIANA	0.00	0.00	15.38	0.00	84.62
IOWA	2.00	0.00	8.00	4.00	86.00
KANSAS	4.76	4.76	4.76	4.76	80.95
KENTUCKY	0.00	0.00	0.00	0.00	100.00
LOUISIANA	0.00	0.00	60.61	0.00	39.39
MAINE	0.00	0.00	0.00	0.00	100.00
MARYLAND	0.00	0.94	60.38	4.72	33.96
MASSACHUSETTS	0.00	1.44	10.05	10.05	78.47
MICHIGAN	0.29	0.58	33.92	2.92	62.28
MINNESOTA	2.00	8.00	12.00	2.00	76.00
MISSISSIPPI	0.00	0.00	56.67	0.00	43.33
MISSOURI	0.00	0.79	50.79	0.79	47.62
MONTANA	0.00	0.00	0.00	0.00	100.00
NEBRASKA	7.14	0.00	0.00	7.14	85.71
NEVADA	0.00	12.50	16.67	12.50	58.33
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	0.35	1.77	47.52	13.12	37.23
NEW MEXICO	0.00	0.00	33.33	33.33	33.33
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0.00	0.00	0.00	0.00	100.00
OHIO	0.00	0.00	8.57	0.00	91.43
OKLAHOMA	0.00	0.00	7.69	0.00	92.31
OREGON	1.74	4.07	3.49	9.88	80.81
PENNSYLVANIA	0.00	1.02	10.20	2.04	86.73
PUERTO RICO	0.57	0.00	0.00	99.43	0.00
RHODE ISLAND	0.00	0.00	12.50	18.75	68.75
SOUTH CAROLINA	0.00	0.00	50.46	.	49.54
SOUTH DAKOTA	19.05	0.00	0.00	0.00	80.95
TENNESSEE	0.00	0.00	24.14	0.00	75.86
TEXAS	.	1.82	45.45	21.82	30.91
UTAH	0.00	0.00	0.00	0.00	100.00
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.00	0.00	27.27	6.06	66.67
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0.00	0.00	5.26	0.00	94.74
WISCONSIN	0.00	0.00	10.91	3.64	85.45
WYOMING	0.00	0.00	5.00	10.00	85.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	0.76	6.33	24.40	12.97	55.54
50 STATES, D.C. & P.R.	0.56	6.32	24.45	13.00	55.66

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AD4

Number of Children Ages 14-21^{+} Exiting Special Education by Race/Ethnicity, During the 1998-99 School Year

ALL DISABILITIES
NO LONGER RECEIVING SPECIAL EDUCATION

	NUMBER				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	1	1	175	1	290
ALASKA	161	14	16	12	139
ARIZONA	46	9	36	187	368
ARKANSAS	1	0	103	7	321
CALIFORNIA	106	439	1,195	3,761	4,187
COLORADO	12	25	97	289	1,173
CONNECTICUT	7	13	152	138	1,194
DELAWARE	1	1	41	6	90
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	11	37	871	225	2,040
GEORGIA	3	13	474	17	486
HAWAII	0	31	2	0	12
IDAHO	7	6	5	32	402
ILLINOIS	5	50	538	238	2,042
INDIANA	4	5	72	17	822
IOWA	3	3	16	13	847
KANSAS	9	6	102	69	844
KENTUCKY	2	5	139	4	725
LOUISIANA	0	3	159	1	163
MAINE	1	3	5	4	650
MARYLAND	6	21	611	24	677
MASSACHUSETTS	4	28	218	220	1,710
MICHIGAN	36	28	615	62	2,306
MINNESOTA	2	1	1	1	21
MISSISSIPPI	0	1	170	1	184
MISSOURI	0	5	213	12	852
MONTANA	5	1	2	3	165
NEBRASKA	2	1	6	20	312
NEVADA	10	6	26	30	153
NEW HAMPSHIRE	0	0	0	1	120
NEW JERSEY	4	44	154	93	822
NEW MEXICO	40	2	9	158	178
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	33	2	6	3	222
OHIO	1	16	339	34	1,965
OKLAHOMA	42	3	61	11	286
OREGON	30	21	20	78	1,396
PENNSYLVANIA	1	23	202	46	1,742
PUERTO RICO	2	0	0	485	0
RHODE ISLAND	0	8	16	15	424
SOUTH CAROLINA	0	0	301	11	449
SOUTH DAKOTA	77	3	5	3	325
TENNESSEE	3	27	375	15	2,439
TEXAS	17	51	1,502	2,594	3,726
UTAH	6	6	12	53	562
VERMONT	0	0	0	0	255
VIRGINIA	3	26	306	86	783
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0	0	9	0	225
WISCONSIN	32	14	87	41	1,308
WYOMING	5	1	1	12	200
AMERICAN SAMOA	0	5	0	0	0
GUAM	0	6	0	0	2
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	9	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	40	0	0	0	0
U.S. AND OUTLYING AREAS	781	1,023	9,465	9,133	40,604
50 STATES, D.C. & P.R.	741	1,003	9,465	9,133	40,602

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Percentage of Children Ages 14-21^{+} Exiting Special Education by Race/Ethnicity, During the 1998-99 School Year

ALL DISABILITIES
NO LONGER RECEIVING SPECIAL EDUCATION

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.21	0.21	37.39	0.21	61.97
ALASKA	47.08	4.09	4.68	3.51	40.64
ARIZONA	7.12	1.39	5.57	28.95	56.97
ARKANSAS	0.23	0.00	23.84	1.62	74.31
CALIFORNIA	1.09	4.53	12.33	38.82	43.22
COLORADO	0.75	1.57	6.08	18.11	73.50
CONNECTICUT	0.47	0.86	10.11	9.18	79.39
DELAWARE	0.72	0.72	29.50	4.32	64.75
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.35	1.16	27.36	7.07	64.07
GEORGIA	0.30	1.31	47.73	1.71	48.94
HAWAII	0.00	68.89	4.44	0.00	26.67
IDAHO	1.55	1.33	1.11	7.08	88.94
ILLINOIS	0.17	1.74	18.73	8.28	71.08
INDIANA	0.43	0.54	7.83	1.85	89.35
IOWA	0.34	0.34	1.81	1.47	96.03
KANSAS	0.87	0.58	9.90	6.70	81.94
KENTUCKY	0.23	0.57	15.89	0.46	82.86
LOUISIANA	0.00	0.92	48.77	0.31	50.00
MAINE	0.15	0.45	0.75	0.60	98.04
MARYLAND	0.45	1.57	45.63	1.79	50.56
MASSACHUSETTS	0.18	1.28	10.00	10.09	78.44
MICHIGAN	1.18	0.92	20.18	2.03	75.68
MINNESOTA	7.69	3.85	3.85	3.85	80.77
MISSISSIPPI	0.00	0.28	47.75	0.28	51.69
MISSOURI	0.00	0.46	19.69	1.11	78.74
MONTANA	2.84	0.57	1.14	1.70	93.75
NEBRASKA	0.59	0.29	1.76	5.87	91.50
NEVADA	4.44	2.67	11.56	13.33	68.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.83	99.17
NEW JERSEY	0.36	3.94	13.79	8.33	73.59
NEW MEXICO	10.34	0.52	2.33	40.83	45.99
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	12.41	0.75	2.26	1.13	83.46
OHIO	0.04	0.68	14.39	1.44	83.44
OKLAHOMA	10.42	0.74	15.14	2.73	70.97
OREGON	1.94	1.36	1.29	5.05	90.36
PENNSYLVANIA	0.05	1.14	10.03	2.28	86.49
PUERTO RICO	0.41	0.00	0.00	99.59	0.00
RHODE ISLAND	0.00	1.73	3.46	3.24	91.58
SOUTH CAROLINA	0.00	0.00	39.55	1.45	59.00
SOUTH DAKOTA	18.64	0.73	1.21	0.73	78.69
TENNESSEE	0.10	0.94	13.12	0.52	85.31
TEXAS	0.22	0.65	19.04	32.88	47.22
UTAH	0.94	0.94	1.88	8.29	87.95
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.25	2.16	25.42	7.14	65.03
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0.00	0.00	3.85	0.00	96.15
WISCONSIN	2.16	0.94	5.87	2.77	88.26
WYOMING	2.28	0.46	0.46	5.48	91.32
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	75.00	0.00	0.00	25.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.28	1.68	15.51	14.97	66.56
50 STATES, D.C. & P.R.	1.22	1.65	15.53	14.99	66.62

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Number of Children Ages 14-21^{+} Exiting Special Education by Race/Ethnicity, During the 1998-99 School Year

ALL DISABILITIES
DIED

	NUMBER				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	1	0	12	0	21
ALASKA	3	0	0	0	0
ARIZONA	1	0	2	11	24
ARKANSAS	1	0	4	0	16
CALIFORNIA	0	10	21	38	65
COLORADO	0	0	4	3	20
CONNECTICUT	0	0	3	2	12
DELAWARE	0	0	0	0	2
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	1	2	19	12	44
GEORGIA	0	0	6	0	5
HAWAII	0	4	0	0	1
IDAHO	0	0	1	0	10
ILLINOIS	0	2	30	11	50
INDIANA	0	0	6	0	30
IOWA	0	0	0	0	23
KANSAS	1	0	4	2	21
KENTUCKY	0	0	1	0	19
LOUISIANA	0	0	34	0	23
MAINE	0	0	0	0	8
MARYLAND	0	0	14	0	12
MASSACHUSETTS	0	1	5	5	43
MICHIGAN	5	5	22	4	72
MINNESOTA	0	0	1	0	24
MISSISSIPPI	0	0	16	0	9
MISSOURI	0	1	5	0	42
MONTANA	1	0	0	0	5
NEBRASKA	0	0	0	0	5
NEVADA	0	0	1	2	8
NEW HAMPSHIRE	0	0	0	0	11
NEW JERSEY	0	2	4	3	18
NEW MEXICO	2	0	1	9	5
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	2	0	0	0	7
OHIO	0	0	2	0	46
OKLAHOMA	9	0	5	1	17
OREGON	1	2	0	0	21
PENNSYLVANIA	0	0	8	0	53
PUERTO RICO	0	0	0	45	0
RHODE ISLAND	0	0	0	0	7
SOUTH CAROLINA	0	0	9	0	13
SOUTH DAKOTA	1	0	0	0	3
TENNESSEE	1	0	9	0	36
TEXAS	1	.	16	31	40
UTAH	0	1	0	0	12
VERMONT	0	0	0	0	4
VIRGINIA	0	1	11	2	27
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0	0	0	0	14
WISCONSIN	1	0	3	0	38
WYOMING	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	1	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	0	0	0	0
U.S. AND OUTLYING AREAS	34	32	280	181	986
50 STATES, D.C. & P.R.	32	31	280	181	986

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Percentage of Children Ages 14-21^{+} Exiting Special Education by Race/Ethnicity, During the 1998-99 School Year

ALL DISABILITIES
DIED

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	2.94	0.00	35.29	0.00	61.76
ALASKA	100.00	0.00	0.00	0.00	0.00
ARIZONA	2.63	0.00	5.26	28.95	63.16
ARKANSAS	4.76	0.00	19.05	0.00	76.19
CALIFORNIA	0.00	7.46	15.67	28.36	48.51
COLORADO	0.00	0.00	14.81	11.11	74.07
CONNECTICUT	0.00	0.00	17.65	11.76	70.59
DELAWARE	0.00	0.00	0.00	0.00	100.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	1.28	2.56	24.36	15.38	56.41
GEORGIA	0.00	0.00	54.55	0.00	45.45
HAWAII	0.00	80.00	0.00	0.00	20.00
IDAHO	0.00	0.00	9.09	0.00	90.91
ILLINOIS	0.00	2.15	32.26	11.83	53.76
INDIANA	0.00	0.00	16.67	0.00	83.33
IOWA	0.00	0.00	0.00	0.00	100.00
KANSAS	3.57	0.00	14.29	7.14	75.00
KENTUCKY	0.00	0.00	5.00	0.00	95.00
LOUISIANA	0.00	0.00	59.65	0.00	40.35
MAINE	0.00	0.00	0.00	0.00	100.00
MARYLAND	0.00	0.00	53.85	0.00	46.15
MASSACHUSETTS	0.00	1.85	9.26	9.26	79.63
MICHIGAN	4.63	4.63	20.37	3.70	66.67
MINNESOTA	0.00	0.00	4.00	0.00	96.00
MISSISSIPPI	0.00	0.00	64.00	0.00	36.00
MISSOURI	0.00	2.08	10.42	0.00	87.50
MONTANA	16.67	0.00	0.00	0.00	83.33
NEBRASKA	0.00	0.00	0.00	0.00	100.00
NEVADA	0.00	0.00	9.09	18.18	72.73
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	0.00	7.41	14.81	11.11	66.67
NEW MEXICO	11.76	0.00	5.88	52.94	29.41
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	22.22	0.00	0.00	0.00	77.78
OHIO	0.00	0.00	4.17	0.00	95.83
OKLAHOMA	28.13	0.00	15.63	3.13	53.13
OREGON	4.17	8.33	0.00	0.00	87.50
PENNSYLVANIA	0.00	0.00	13.11	0.00	86.89
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	100.00
SOUTH CAROLINA	0.00	0.00	40.91	0.00	59.09
SOUTH DAKOTA	25.00	0.00	0.00	0.00	75.00
TENNESSEE	2.17	0.00	19.57	0.00	78.26
TEXAS	1.14	.	18.18	35.23	45.45
UTAH	0.00	7.69	0.00	0.00	92.31
VERMONT	0.00	0.00	0.00	0.00	100.00
VIRGINIA	0.00	2.44	26.83	4.88	65.85
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00
WISCONSIN	2.38	0.00	7.14	0.00	90.48
WYOMING	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	2.25	2.12	18.51	11.96	65.17
50 STATES, D.C. & P.R.	2.12	2.05	18.54	11.99	65.30

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Number of Children Ages 14-21⁺ Exiting Special Education by Race/Ethnicity, During the 1998-99 School Year

ALL DISABILITIES
MOVED, KNOWN TO CONTINUE

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
	NUMBER				
ALABAMA	16	5	629	13	1,036
ALASKA	64	4	15	7	99
ARIZONA	134	15	189	785	1,051
ARKANSAS	5	4	482	31	1,603
CALIFORNIA	244	622	4,449	8,117	8,272
COLORADO	59	36	434	795	2,086
CONNECTICUT	17	8	447	386	1,206
DELAWARE	3	5	304	38	291
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	48	47	2,783	1,078	6,239
GEORGIA	3	3	459	15	623
HAWAII	4	137	25	19	113
IDAHO	23	3	4	92	690
ILLINOIS	9	34	1,321	341	4,405
INDIANA	6	6	419	48	1,992
IOWA	8	2	80	26	765
KANSAS	51	17	387	176	2,141
KENTUCKY	1	4	178	12	1,238
LOUISIANA	0	0	21	0	9
MAINE	1	3	5	6	892
MARYLAND	9	16	775	33	891
MASSACHUSETTS	4	28	216	218	1,693
MICHIGAN	45	38	641	95	2,899
MINNESOTA	42	3	71	18	348
MISSISSIPPI	5	3	473	3	601
MISSOURI	5	9	473	22	2,460
MONTANA	40	3	4	4	268
NEBRASKA	33	3	52	78	545
NEVADA	23	6	68	73	363
NEW HAMPSHIRE	3	1	2	5	450
NEW JERSEY	7	40	2,134	908	2,012
NEW MEXICO	168	6	48	702	720
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	29	0	1	2	105
OHIO	8	10	650	99	4,345
OKLAHOMA	240	23	235	66	1,296
OREGON	76	29	98	141	2,344
PENNSYLVANIA	7	26	764	288	2,896
PUERTO RICO	0	0	0	388	1
RHODE ISLAND	10	12	70	86	883
SOUTH CAROLINA	1	1	613	11	601
SOUTH DAKOTA	41	0	2	2	90
TENNESSEE	14	15	1,249	71	4,871
TEXAS	3	8	296	350	422
UTAH	26	29	31	160	1,345
VERMONT	0	1	1	0	450
VIRGINIA	3	19	595	103	1,412
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0	2	52	2	597
WISCONSIN	88	36	373	90	2,467
WYOMING	11	1	0	0	3
AMERICAN SAMOA	0	2	0	0	0
GUAM	0	12	2	0	3
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	2	0	1
BUR. OF INDIAN AFFAIRS	293	1	2	1	2
U.S. AND OUTLYING AREAS	1,930	1,338	22,624	16,004	72,135
50 STATES, D.C. & P.R.	1,637	1,323	22,618	16,003	72,129

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Percentage of Children Ages 14-21$^+$ Exiting Special Education by Race/Ethnicity, During the 1998-99 School Year

ALL DISABILITIES
MOVED, KNOWN TO CONTINUE

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.94	0.29	37.02	0.77	60.98
ALASKA	33.86	2.12	7.94	3.70	52.38
ARIZONA	6.16	0.69	8.69	36.11	48.34
ARKANSAS	0.24	0.19	22.68	1.46	75.44
CALIFORNIA	1.12	2.87	20.50	37.40	38.11
COLORADO	1.73	1.06	12.73	23.31	61.17
CONNECTICUT	0.82	0.39	21.66	18.70	58.43
DELAWARE	0.47	0.78	47.43	5.93	45.40
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.47	0.46	27.30	10.57	61.20
GEORGIA	0.27	0.27	41.61	1.36	56.48
HAWAII	1.34	45.97	8.39	6.38	37.92
IDAHO	2.83	0.37	0.49	11.33	84.98
ILLINOIS	0.15	0.56	21.62	5.58	72.09
INDIANA	0.24	0.24	16.96	1.94	80.62
IOWA	0.91	0.23	9.08	2.95	86.83
KANSAS	1.84	0.61	13.96	6.35	77.24
KENTUCKY	0.07	0.28	12.42	0.84	86.39
LOUISIANA	0.00	0.00	70.00	0.00	30.00
MAINE	0.11	0.33	0.55	0.66	98.35
MARYLAND	0.52	0.93	44.95	1.91	51.68
MASSACHUSETTS	0.19	1.30	10.00	10.10	78.42
MICHIGAN	1.21	1.02	17.24	2.56	77.97
MINNESOTA	8.71	0.62	14.73	3.73	72.20
MISSISSIPPI	0.46	0.28	43.59	0.28	55.39
MISSOURI	0.17	0.30	15.93	0.74	82.86
MONTANA	12.54	0.94	1.25	1.25	84.01
NEBRASKA	4.64	0.42	7.31	10.97	76.65
NEVADA	4.32	1.13	12.76	13.70	68.11
NEW HAMPSHIRE	0.65	0.22	0.43	1.08	97.61
NEW JERSEY	0.14	0.78	41.83	17.80	39.44
NEW MEXICO	10.22	0.36	2.92	42.70	43.80
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	21.17	0.00	0.73	1.46	76.64
OHIO	0.16	0.20	12.72	1.94	85.00
OKLAHOMA	12.90	1.24	12.63	3.55	69.68
OREGON	2.83	1.08	3.65	5.25	87.20
PENNSYLVANIA	0.18	0.65	19.19	7.23	72.75
PUERTO RICO	0.00	0.00	0.00	99.74	0.26
RHODE ISLAND	0.94	1.13	6.60	8.11	83.22
SOUTH CAROLINA	0.08	0.08	49.96	0.90	48.98
SOUTH DAKOTA	30.37	0.00	1.48	1.48	66.67
TENNESSEE	0.23	0.24	20.08	1.14	78.31
TEXAS	0.28	0.74	27.43	32.44	39.11
UTAH	1.63	1.82	1.95	10.06	84.54
VERMONT	0.00	0.22	0.22	0.00	99.56
VIRGINIA	0.14	0.89	27.91	4.83	66.23
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0.00	0.31	7.96	0.31	91.42
WISCONSIN	2.88	1.18	12.21	2.95	80.78
WYOMING	73.33	6.67	0.00	0.00	20.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	70.59	11.76	0.00	17.65
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	66.67	0.00	33.33
BUR. OF INDIAN AFFAIRS	97.99	0.33	0.67	0.33	0.67
U.S. AND OUTLYING AREAS	1.69	1.17	19.84	14.03	63.26
50 STATES, D.C. & P.R.	1.44	1.16	19.89	14.07	63.43

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Number of Children Ages 14-21^{+} Exiting Special Education by Race/Ethnicity, During the 1998-99 School Year

ALL DISABILITIES
MOVED, NOT KNOWN TO CONTINUE

	NUMBER				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	1	0	262	14	378
ALASKA	63	1	12	7	142
ARIZONA	103	6	84	342	425
ARKANSAS	3	2	136	22	469
CALIFORNIA	118	327	2,586	4,017	3,940
COLORADO	14	7	50	153	564
CONNECTICUT	4	16	469	386	639
DELAWARE	0	0	33	4	45
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	6	5	349	222	402
GEORGIA	1	5	385	12	397
HAWAII	0	0	0	0	0
IDAHO	2	0	0	37	200
ILLINOIS	9	39	1,768	624	1,439
INDIANA	7	8	307	47	1,321
IOWA	12	2	59	19	560
KANSAS	21	5	116	52	557
KENTUCKY	0	0	59	0	403
LOUISIANA	9	16	1,066	28	1,100
MAINE	0	0	2	5	118
MARYLAND	3	4	449	25	298
MASSACHUSETTS	3	19	147	148	1,151
MICHIGAN	57	57	660	142	3,126
MINNESOTA	197	39	209	90	2,046
MISSISSIPPI	0	1	196	0	158
MISSOURI	3	1	484	11	1,005
MONTANA	26	1	1	2	70
NEBRASKA	0	0	1	0	94
NEVADA	13	5	57	52	224
NEW HAMPSHIRE	1	0	3	0	313
NEW JERSEY	0	6	527	307	199
NEW MEXICO	103	1	23	282	239
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	36	1	3	10	91
OHIO	0	0	83	5	170
OKLAHOMA	101	4	161	30	547
OREGON	14	5	7	55	623
PENNSYLVANIA	13	27	1.002	407	3,712
PUERTO RICO	0	0	0	318	0
RHODE ISLAND	0	0	4	4	10
SOUTH CAROLINA	0	2	431	4	479
SOUTH DAKOTA	28	3	10	5	69
TENNESSEE	0	2	528	0	937
TEXAS	20	21	481	1,230	1,392
UTAH	9	3	8	47	392
VERMONT	1	0	1	0	58
VIRGINIA	2	5	340	16	504
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	2	1	33	1	367
WISCONSIN	22	9	259	69	561
WYOMING	18	0	5	25	341
AMERICAN SAMOA	0	3	0	0	0
GUAM	0	3	0	0	1
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	2	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	68	0	0	0	0
U.S. AND OUTLYING AREAS	1,113	664	13,856	9,276	32,276
50 STATES, D.C. & P.R.	1,045	656	13,856	9,276	32,275

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Percentage of Children Ages 14-21⁺ Exiting Special Education by Race/Ethnicity, During the 1998-99 School Year

ALL DISABILITIES
MOVED, NOT KNOWN TO CONTINUE

STATE	PERCENTAGE AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.15	0.00	40.00	2.14	57.71
ALASKA	28.00	0.44	5.33	3.11	63.11
ARIZONA	10.73	0.63	8.75	35.63	44.27
ARKANSAS	0.47	0.32	21.52	3.48	74.21
CALIFORNIA	1.07	2.98	23.53	36.56	35.86
COLORADO	1.78	0.89	6.35	19.42	71.57
CONNECTICUT	0.26	1.06	30.98	25.50	42.21
DELAWARE	0.00	0.00	40.24	4.88	54.88
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.61	0.51	35.47	22.56	40.85
GEORGIA	0.13	0.63	48.13	1.50	49.63
HAWAII	.	.	.	.	.
IDAHO	0.84	0.00	0.00	15.48	83.68
ILLINOIS	0.23	1.01	45.58	16.09	37.10
INDIANA	0.41	0.47	18.17	2.78	78.17
IOWA	1.84	0.31	9.05	2.91	85.89
KANSAS	2.80	0.67	15.45	6.92	74.17
KENTUCKY	0.00	0.00	12.77	0.00	87.23
LOUISIANA	0.41	0.72	48.04	1.26	49.57
MAINE	0.00	0.00	1.60	4.00	94.40
MARYLAND	0.39	0.51	57.64	3.21	38.25
MASSACHUSETTS	0.20	1.29	10.01	10.08	78.41
MICHIGAN	1.41	1.41	16.33	3.51	77.34
MINNESOTA	7.63	1.51	8.10	3.49	79.27
MISSISSIPPI	0.00	0.28	55.21	0.00	44.51
MISSOURI	0.20	0.07	32.18	0.73	66.82
MONTANA	26.00	1.00	1.00	2.00	70.00
NEBRASKA	0.00	0.00	1.05	0.00	98.95
NEVADA	3.70	1.42	16.24	14.81	63.82
NEW HAMPSHIRE	0.32	0.00	0.95	0.00	98.74
NEW JERSEY	0.00	0.58	50.72	29.55	19.15
NEW MEXICO	15.90	0.15	3.55	43.52	36.88
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	25.53	0.71	2.13	7.09	64.54
OHIO	0.00	0.00	32.17	1.94	65.89
OKLAHOMA	11.98	0.47	19.10	3.56	64.89
OREGON	1.99	0.71	0.99	7.81	88.49
PENNSYLVANIA	0.25	0.52	19.41	7.89	71.92
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.00	0.00	22.22	22.22	55.56
SOUTH CAROLINA	0.00	0.22	47.05	0.44	52.29
SOUTH DAKOTA	24.35	2.61	8.70	4.35	60.00
TENNESSEE	0.00	0.14	35.99	0.00	63.87
TEXAS	0.64	0.67	15.30	39.12	44.27
UTAH	1.96	0.65	1.74	10.24	85.40
VERMONT	1.67	0.00	1.67	0.00	96.67
VIRGINIA	0.23	0.58	39.22	1.85	58.13
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0.50	0.25	8.17	0.25	90.84
WISCONSIN	2.39	0.98	28.15	7.50	60.98
WYOMING	4.63	0.00	1.29	6.43	87.66
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	75.00	0.00	0.00	25.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.95	1.16	24.23	16.22	56.44
50 STATES, D.C. & P.R.	1.83	1.15	24.26	16.24	56.52

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Number of Children Ages 14-21$^+$ Exiting Special Education by Race/Ethnicity, During the 1998-99 School Year

ALL DISABILITIES
DROPPED OUT

	NUMBER				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	23	1	673	8	1,135
ALASKA	155	12	32	19	248
ARIZONA	179	6	109	596	624
ARKANSAS	4	3	371	17	613
CALIFORNIA	30	97	434	1,089	1,036
COLORADO	14	9	68	294	674
CONNECTICUT	5	9	337	505	762
DELAWARE	0	1	64	4	79
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	17	20	1,969	1,159	2,556
GEORGIA	0	4	331	6	515
HAWAII	3	177	6	7	61
IDAHO	16	1	6	50	342
ILLINOIS	3	15	1,371	480	2,676
INDIANA	6	3	192	41	2,151
IOWA	5	16	118	40	1,134
KANSAS	9	2	75	59	563
KENTUCKY	0	1	213	9	1,593
LOUISIANA	17	5	1,139	14	877
MAINE	3	2	4	10	476
MARYLAND	6	5	533	23	664
MASSACHUSETTS	5	30	235	237	1,839
MICHIGAN	52	37	1,183	142	3,197
MINNESOTA	101	29	201	44	1,295
MISSISSIPPI	1	4	611	2	396
MISSOURI	8	2	327	11	1,437
MONTANA	62	1	2	3	210
NEBRASKA	15	0	8	43	442
NEVADA	8	5	103	43	237
NEW HAMPSHIRE	0	3	2	3	299
NEW JERSEY	8	21	900	561	1,416
NEW MEXICO	107	0	10	250	147
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	29	1	4	4	104
OHIO	5	3	345	22	1,775
OKLAHOMA	192	5	216	55	758
OREGON	42	14	52	110	1,135
PENNSYLVANIA	6	6	363	113	1,898
PUERTO RICO	0	0	0	753	0
RHODE ISLAND	1	2	33	49	384
SOUTH CAROLINA	1	2	666	10	535
SOUTH DAKOTA	41	2	4	3	107
TENNESSEE	3	2	280	9	1,447
TEXAS	7	10	427	889	743
UTAH	9	12	9	60	570
VERMONT	1	1	3	0	318
VIRGINIA	7	17	513	46	1,099
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	1	0	47	2	822
WISCONSIN	116	44	653	109	1,203
WYOMING	10	1	5	21	224
AMERICAN SAMOA	0	13	0	0	0
GUAM	0	17	0	0	3
NORTHERN MARIANAS	0	2	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	4	5	0
BUR. OF INDIAN AFFAIRS	87	0	0	0	1
U.S. AND OUTLYING AREAS	1,420	675	15,251	8,029	42,820
50 STATES, D.C. & P.R.	1,333	643	15,247	8,024	42,816

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Percentage of Children Ages 14-21^{+} Exiting Special Education by Race/Ethnicity, During the 1998-99 School Year

ALL DISABILITIES
DROPPED OUT

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	1.25	0.05	36.58	0.43	61.68
ALASKA	33.26	2.58	6.87	4.08	53.22
ARIZONA	11.82	0.40	7.20	39.37	41.22
ARKANSAS	0.40	0.30	36.81	1.69	60.81
CALIFORNIA	1.12	3.61	16.16	40.54	38.57
COLORADO	1.32	0.85	6.42	27.76	63.64
CONNECTICUT	0.31	0.56	20.83	31.21	47.10
DELAWARE	0.00	0.68	43.24	2.70	53.38
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.30	0.35	34.42	20.26	44.68
GEORGIA	0.00	0.47	38.67	0.70	60.16
HAWAII	1.18	69.69	2.36	2.76	24.02
IDAHO	3.86	0.24	1.45	12.05	82.41
ILLINOIS	0.07	0.33	30.17	10.56	58.88
INDIANA	0.25	0.13	8.02	1.71	89.89
IOWA	0.38	1.22	8.99	3.05	86.37
KANSAS	1.27	0.28	10.59	8.33	79.52
KENTUCKY	0.00	0.06	11.73	0.50	87.72
LOUISIANA	0.83	0.24	55.51	0.68	42.74
MAINE	0.61	0.40	0.81	2.02	96.16
MARYLAND	0.49	0.41	43.30	1.87	53.94
MASSACHUSETTS	0.21	1.28	10.02	10.10	78.39
MICHIGAN	1.13	0.80	25.66	3.08	69.33
MINNESOTA	6.05	1.74	12.04	2.63	77.54
MISSISSIPPI	0.10	0.39	60.26	0.20	39.05
MISSOURI	0.45	0.11	18.32	0.62	80.50
MONTANA	22.30	0.36	0.72	1.08	75.54
NEBRASKA	2.95	0.00	1.57	8.46	87.01
NEVADA	2.02	1.26	26.01	10.86	59.85
NEW HAMPSHIRE	0.00	0.98	0.65	0.98	97.39
NEW JERSEY	0.28	0.72	30.97	19.30	48.73
NEW MEXICO	20.82	0.00	1.95	48.64	28.60
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	20.42	0.70	2.82	2.82	73.24
OHIO	0.23	0.14	16.05	1.02	82.56
OKLAHOMA	15.66	0.41	17.62	4.49	61.83
OREGON	3.10	1.03	3.84	8.13	83.89
PENNSYLVANIA	0.25	0.25	15.21	4.74	79.55
PUERTO RICO	0.00	0.00	0.00	100.00	0.00
RHODE ISLAND	0.21	0.43	7.04	10.45	81.88
SOUTH CAROLINA	0.08	0.16	54.86	0.82	44.07
SOUTH DAKOTA	26.11	1.27	2.55	1.91	68.15
TENNESSEE	0.17	0.11	16.08	0.52	83.11
TEXAS	0.34	0.48	20.57	42.82	35.79
UTAH	1.36	1.82	1.36	9.09	86.36
VERMONT	0.31	0.31	0.93	0.00	98.45
VIRGINIA	0.42	1.01	30.50	2.73	65.34
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0.11	0.00	5.39	0.23	94.27
WISCONSIN	5.46	2.07	30.73	5.13	56.61
WYOMING	3.83	0.38	1.92	8.05	85.82
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	85.00	0.00	0.00	15.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	44.44	55.56	0.00
BUR. OF INDIAN AFFAIRS	98.86	0.00	0.00	0.00	1.14
U.S. AND OUTLYING AREAS	2.08	0.99	22.36	11.77	62.79
50 STATES, D.C. & P.R.	1.96	0.94	22.40	11.79	62.91

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Number of Children Ages 14-21$^+$ Exiting Special Education by Race/Ethnicity, During the 1998-99 School Year

ALL DISABILITIES
TOTAL

STATE	NUMBER AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	66	11	3,293	50	4,918
ALASKA	574	40	105	57	874
ARIZONA	602	44	542	2,479	3,654
ARKANSAS	18	13	1,846	107	4,761
CALIFORNIA	620	2,305	10,642	22,011	24,050
COLORADO	117	103	849	1,925	6,277
CONNECTICUT	51	69	1,775	1,678	6,285
DELAWARE	5	11	563	62	715
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	102	179	8,442	3,772	16,531
GEORGIA	16	38	2,889	87	3,994
HAWAII	12	1,101	51	62	373
IDAHO	53	12	18	264	2,357
ILLINOIS	35	245	6,995	2,356	16,574
INDIANA	29	31	1,511	216	10,443
IOWA	36	43	368	136	5,550
KANSAS	110	50	828	446	5,927
KENTUCKY	3	12	903	32	5,989
LOUISIANA	42	31	3,853	61	3,342
MAINE	7	13	27	34	3,253
MARYLAND	33	108	3,490	215	4,507
MASSACHUSETTS	28	185	1,427	1,440	11,187
MICHIGAN	237	241	3,884	544	16,134
MINNESOTA	417	146	621	223	7,480
MISSISSIPPI	8	10	3,095	7	2,148
MISSOURI	24	31	2,307	93	9,376
MONTANA	182	7	11	19	1,188
NEBRASKA	54	6	76	168	2,113
NEVADA	78	48	397	330	1,707
NEW HAMPSHIRE	6	9	14	16	2,324
NEW JERSEY	44	292	5,808	2,892	10,214
NEW MEXICO	578	13	121	1,965	1,732
NEW YORK	0	0	0	0	0
NORTH CAROLINA	0	0	0	0	0
NORTH DAKOTA	146	4	21	23	895
OHIO	25	71	2,564	268	15,876
OKLAHOMA	957	44	1,062	238	5,112
OREGON	191	94	213	448	6,897
PENNSYLVANIA	44	126	3,031	1,112	18,712
PUERTO RICO	3	0	0	3,023	1
RHODE ISLAND	12	28	171	205	2,657
SOUTH CAROLINA	3	9	3,196	43	3,183
SOUTH DAKOTA	221	10	22	15	931
TENNESSEE	25	59	3,689	113	13,148
TEXAS	106	186	5,288	8,683	13,305
UTAH	87	74	82	427	4,331
VERMONT	3	3	5	0	1,471
VIRGINIA	26	152	3,113	426	7,331
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	4	5	246	11	3,746
WISCONSIN	333	145	1,637	404	9,534
WYOMING	51	3	15	87	1,091
AMERICAN SAMOA	0	45	0	0	0
GUAM	0	77	2	0	13
NORTHERN MARIANAS	0	17	0	0	0
PALAU	0	14	0	0	0
VIRGIN ISLANDS	0	0	58	7	1
BUR. OF INDIAN AFFAIRS	625	1	2	1	3
U.S. AND OUTLYING AREAS	7,049	6,614	91,168	59,281	304,215
50 STATES, D.C. & P.R.	6,424	6,460	91,106	59,273	304,198

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD4

Percentage of Children Ages 14-21^{+} Exiting Special Education by Race/Ethnicity, During the 1998-99 School Year

ALL DISABILITIES
TOTAL

	PERCENTAGE				
STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.79	0.13	39.49	0.60	58.98
ALASKA	34.79	2.42	6.36	3.45	52.97
ARIZONA	8.22	0.60	7.40	33.86	49.91
ARKANSAS	0.27	0.19	27.37	1.59	70.59
CALIFORNIA	1.04	3.87	17.85	36.91	40.33
COLORADO	1.26	1.11	9.16	20.76	67.71
CONNECTICUT	0.52	0.70	18.01	17.02	63.76
DELAWARE	0.37	0.81	41.52	4.57	52.73
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	0.35	0.62	29.08	13.00	56.95
GEORGIA	0.23	0.54	41.13	1.24	56.86
HAWAII	0.75	68.86	3.19	3.88	23.33
IDAHO	1.96	0.44	0.67	9.76	87.17
ILLINOIS	0.13	0.93	26.69	8.99	63.25
INDIANA	0.24	0.25	12.35	1.77	85.39
IOWA	0.59	0.70	6.00	2.22	90.49
KANSAS	1.49	0.68	11.25	6.06	80.52
KENTUCKY	0.04	0.17	13.01	0.46	86.31
LOUISIANA	0.57	0.42	52.57	0.83	45.60
MAINE	0.21	0.39	0.81	1.02	97.57
MARYLAND	0.40	1.29	41.78	2.57	53.96
MASSACHUSETTS	0.20	1.30	10.00	10.09	78.41
MICHIGAN	1.13	1.15	18.46	2.59	76.68
MINNESOTA	4.69	1.64	6.99	2.51	84.17
MISSISSIPPI	0.15	0.19	58.75	0.13	40.77
MISSOURI	0.20	0.26	19.50	0.79	79.25
MONTANA	12.94	0.50	0.78	1.35	84.43
NEBRASKA	2.23	0.25	3.14	6.95	87.42
NEVADA	3.05	1.88	15.51	12.89	66.68
NEW HAMPSHIRE	0.25	0.38	0.59	0.68	98.10
NEW JERSEY	0.23	1.52	30.17	15.02	53.06
NEW MEXICO	13.11	0.29	2.74	44.57	39.28
NEW YORK	.	.	.	.	.
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	13.41	0.37	1.93	2.11	82.19
OHIO	0.13	0.38	13.64	1.43	84.43
OKLAHOMA	12.91	0.59	14.33	3.21	68.96
OREGON	2.44	1.20	2.72	5.71	87.94
PENNSYLVANIA	0.19	0.55	13.16	4.83	81.27
PUERTO RICO	0.10	0.00	0.00	99.87	0.03
RHODE ISLAND	0.39	0.91	5.56	6.67	86.46
SOUTH CAROLINA	0.05	0.14	49.67	0.67	49.47
SOUTH DAKOTA	18.43	0.83	1.83	1.25	77.65
TENNESSEE	0.15	0.35	21.66	0.66	77.19
TEXAS	0.38	0.67	19.18	31.50	48.26
UTAH	1.74	1.48	1.64	8.54	86.60
VERMONT	0.20	0.20	0.34	0.00	99.26
VIRGINIA	0.24	1.38	28.18	3.86	66.36
WASHINGTON	.	.	.	.	.
WEST VIRGINIA	0.10	0.12	6.13	0.27	93.37
WISCONSIN	2.76	1.20	13.58	3.35	79.10
WYOMING	4.09	0.24	1.20	6.98	87.49
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	83.70	2.17	0.00	14.13
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	87.88	10.61	1.52
BUR. OF INDIAN AFFAIRS	98.89	0.16	0.32	0.16	0.47
U.S. AND OUTLYING AREAS	1.51	1.41	19.47	12.66	64.96
50 STATES, D.C. & P.R.	1.37	1.38	19.49	12.68	65.07

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AE1

Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1998-99 School Year

ALL DISABILITIES

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS
ALABAMA	56	.	154
ALASKA	176	9	14
ARIZONA	332	45	327
ARKANSAS	114	0	213
CALIFORNIA	2,387	598	219
COLORADO	210	639	178
CONNECTICUT	34	5	14
DELAWARE	116	0	23
DISTRICT OF COLUMBIA	19	7	4
FLORIDA	.	.	155
GEORGIA	178	12	411
HAWAII	128	0	77
IDAHO	35	2	19
ILLINOIS	322	39	183
INDIANA	352	114	1,289
IOWA	74	8	39
KANSAS	35	39	21
KENTUCKY	43	1	31
LOUISIANA	246	4	429
MAINE	69	4	69
MARYLAND	206	39	589
MASSACHUSETTS	168	28	142
MICHIGAN	149	53	361
MINNESOTA	41	6	5
MISSISSIPPI	185	0	128
MISSOURI	445	0	742
MONTANA	12	13	25
NEBRASKA	78	0	57
NEVADA	154	0	127
NEW HAMPSHIRE	5	1	15
NEW JERSEY	82	.	0
NEW MEXICO	168	.	33
NEW YORK	96	44	114
NORTH CAROLINA	.	.	741
NORTH DAKOTA	15	2	10
OHIO	155	0	496
OKLAHOMA	248	0	381
OREGON	299	74	198
PENNSYLVANIA	369	25	454
PUERTO RICO	0	0	0
RHODE ISLAND	.	.	12
SOUTH CAROLINA	1,250	24	1,239
SOUTH DAKOTA	15	0	37
TENNESSEE	244	34	972
TEXAS	3,666	35	7,033
UTAH	179	3	59
VERMONT	185	0	60
VIRGINIA	36	0	730
WASHINGTON	.	.	.
WEST VIRGINIA	7	1	11
WISCONSIN	83	.	115
WYOMING	12	13	5
AMERICAN SAMOA	0	0	0
GUAM	19	0	0
NORTHERN MARIANAS	0	0	0
PALAU	0	0	0
VIRGIN ISLANDS	7	0	23
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND OUTLYING AREAS	13,504	1,921	18,783
50 STATES, D.C. & P.R.	13,478	1,921	18,760

Data for the 1998-99 school year, updated as of September 25, 2000.
Some discipline categories were optional in 1998 and are not reported here. Also, given concerns about the validity of the data on the number of acts committed, these data are not reported here.
Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses, removed from the current educational placement based on a hearing officer determination regarding likely injury, or subject to long-term suspension/expulsion.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE1
Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year

SPECIFIC LEARNING DISABILITIES

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	32	.
ALASKA	123	7
ARIZONA	245	40
ARKANSAS	77	0
CALIFORNIA	1,945	488
COLORADO	134	338
CONNECTICUT	22	3
DELAWARE	85	0
DISTRICT OF COLUMBIA	12	4
FLORIDA	.	.
GEORGIA	64	1
HAWAII	76	0
IDAHO	23	0
ILLINOIS	133	15
INDIANA	200	69
IOWA	22	5
KANSAS	15	23
KENTUCKY	14	0
LOUISIANA	124	3
MAINE	37	1
MARYLAND	110	15
MASSACHUSETTS	99	17
MICHIGAN	76	38
MINNESOTA	15	4
MISSISSIPPI	147	0
MISSOURI	268	0
MONTANA	10	8
NEBRASKA	29	0
NEVADA	112	0
NEW HAMPSHIRE	0	1
NEW JERSEY	37	.
NEW MEXICO	125	.
NEW YORK	25	17
NORTH CAROLINA	.	.
NORTH DAKOTA	10	0
OHIO	81	0
OKLAHOMA	164	0
OREGON	202	48
PENNSYLVANIA	222	21
PUERTO RICO	0	0
RHODE ISLAND	.	.
SOUTH CAROLINA	687	10
SOUTH DAKOTA	10	0
TENNESSEE	163	15
TEXAS	2,536	23
UTAH	124	2
VERMONT	57	0
VIRGINIA	17	0
WASHINGTON	.	.
WEST VIRGINIA	4	0
WISCONSIN	25	.
WYOMING	11	8
AMERICAN SAMOA	0	0
GUAM	18	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	1	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	8,768	1,224
50 STATES, D.C. & P.R.	8,749	1,224

Data for the 1998-99 school year, updated as of September 25, 2000.
Some discipline categories were optional in 1998 and are not reported here. Also, given concerns about the validity of the data on the number of acts committed, these data are not reported here.
Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses or removed from the current educational placement based on a hearing officer determination regarding likely injury.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE1
Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	1	.
ALASKA	7	1
ARIZONA	2	0
ARKANSAS	2	0
CALIFORNIA	108	27
COLORADO	10	42
CONNECTICUT	2	.
DELAWARE	4	0
DISTRICT OF COLUMBIA	0	0
FLORIDA	.	.
GEORGIA	3	0
HAWAII	1	0
IDAHO	0	0
ILLINOIS	5	1
INDIANA	3	0
IOWA	0	0
KANSAS	0	2
KENTUCKY	0	0
LOUISIANA	4	0
MAINE	0	0
MARYLAND	10	1
MASSACHUSETTS	30	5
MICHIGAN	0	0
MINNESOTA	0	0
MISSISSIPPI	2	0
MISSOURI	8	0
MONTANA	0	0
NEBRASKA	5	0
NEVADA	2	0
NEW HAMPSHIRE	0	0
NEW JERSEY	2	.
NEW MEXICO	7	.
NEW YORK	2	0
NORTH CAROLINA	.	.
NORTH DAKOTA	0	0
OHIO	4	0
OKLAHOMA	4	0
OREGON	12	6
PENNSYLVANIA	1	0
PUERTO RICO	0	0
RHODE ISLAND	.	.
SOUTH CAROLINA	39	0
SOUTH DAKOTA	0	0
TENNESSEE	8	0
TEXAS	104	.
UTAH	2	0
VERMONT	9	0
VIRGINIA	1	0
WASHINGTON	.	.
WEST VIRGINIA	0	0
WISCONSIN	1	.
WYOMING	0	0
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	405	85
50 STATES, D.C. & P.R.	405	85

Data for the 1998-99 school year, updated as of September 25, 2000.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE1
Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year

MENTAL RETARDATION

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	4	.
ALASKA	10	0
ARIZONA	17	0
ARKANSAS	19	0
CALIFORNIA	83	21
COLORADO	10	36
CONNECTICUT	1	.
DELAWARE	5	0
DISTRICT OF COLUMBIA	4	0
FLORIDA	.	.
GEORGIA	40	7
HAWAII	12	0
IDAHO	1	0
ILLINOIS	14	2
INDIANA	40	11
IOWA	4	0
KANSAS	2	2
KENTUCKY	13	1
LOUISIANA	41	1
MAINE	3	2
MARYLAND	12	9
MASSACHUSETTS	16	3
MICHIGAN	7	2
MINNESOTA	0	0
MISSISSIPPI	27	0
MISSOURI	19	0
MONTANA	0	0
NEBRASKA	13	0
NEVADA	2	0
NEW HAMPSHIRE	0	0
NEW JERSEY	1	.
NEW MEXICO	6	.
NEW YORK	4	1
NORTH CAROLINA	.	.
NORTH DAKOTA	1	0
OHIO	33	0
OKLAHOMA	23	0
OREGON	10	3
PENNSYLVANIA	52	0
PUERTO RICO	0	0
RHODE ISLAND	.	.
SOUTH CAROLINA	258	1
SOUTH DAKOTA	1	0
TENNESSEE	24	12
TEXAS	67	.
UTAH	6	0
VERMONT	2	0
VIRGINIA	4	0
WASHINGTON	.	.
WEST VIRGINIA	2	1
WISCONSIN	6	.
WYOMING	0	0
AMERICAN SAMOA	0	0
GUAM	1	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	3	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	923	115
50 STATES, D.C. & P.R.	919	115

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AE1

Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year

EMOTIONAL DISTURBANCE

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	14	.
ALASKA	16	1
ARIZONA	61	5
ARKANSAS	3	0
CALIFORNIA	149	37
COLORADO	41	143
CONNECTICUT	8	1
DELAWARE	14	0
DISTRICT OF COLUMBIA	3	3
FLORIDA	.	.
GEORGIA	56	3
HAWAII	32	0
IDAHO	7	0
ILLINOIS	161	15
INDIANA	96	30
IOWA	42	3
KANSAS	8	7
KENTUCKY	9	0
LOUISIANA	50	0
MAINE	21	0
MARYLAND	38	10
MASSACHUSETTS	14	2
MICHIGAN	55	13
MINNESOTA	23	2
MISSISSIPPI	3	0
MISSOURI	126	0
MONTANA	1	3
NEBRASKA	25	0
NEVADA	28	0
NEW HAMPSHIRE	1	0
NEW JERSEY	27	.
NEW MEXICO	21	.
NEW YORK	34	18
NORTH CAROLINA	.	.
NORTH DAKOTA	4	1
OHIO	28	0
OKLAHOMA	49	0
OREGON	54	9
PENNSYLVANIA	86	4
PUERTO RICO	0	0
RHODE ISLAND	.	.
SOUTH CAROLINA	244	2
SOUTH DAKOTA	4	0
TENNESSEE	16	4
TEXAS	644	10
UTAH	45	1
VERMONT	88	0
VIRGINIA	11	0
WASHINGTON	.	.
WEST VIRGINIA	1	0
WISCONSIN	50	.
WYOMING	1	3
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	3	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	2,515	330
50 STATES, D.C. & P.R.	2,512	330

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Table AE1
Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year

MULTIPLE DISABILITIES

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	2	0
ARIZONA	0	0
ARKANSAS	1	0
CALIFORNIA	5	1
COLORADO	1	4
CONNECTICUT	1	.
DELAWARE	.	.
DISTRICT OF COLUMBIA	0	0
FLORIDA	.	.
GEORGIA	.	.
HAWAII	0	0
IDAHO	1	0
ILLINOIS	0	2
INDIANA	0	0
IOWA	0	0
KANSAS	3	1
KENTUCKY	2	0
LOUISIANA	0	0
MAINE	1	0
MARYLAND	0	0
MASSACHUSETTS	3	1
MICHIGAN	0	0
MINNESOTA	.	.
MISSISSIPPI	1	0
MISSOURI	2	0
MONTANA	0	0
NEBRASKA	0	0
NEVADA	0	0
NEW HAMPSHIRE	0	0
NEW JERSEY	9	.
NEW MEXICO	1	.
NEW YORK	4	4
NORTH CAROLINA	.	.
NORTH DAKOTA	0	0
OHIO	0	0
OKLAHOMA	0	0
OREGON	.	.
PENNSYLVANIA	3	0
PUERTO RICO	0	0
RHODE ISLAND	.	.
SOUTH CAROLINA	0	2
SOUTH DAKOTA	0	0
TENNESSEE	0	0
TEXAS	15	.
UTAH	0	0
VERMONT	2	0
VIRGINIA	0	0
WASHINGTON	.	.
WEST VIRGINIA	0	0
WISCONSIN	0	.
WYOMING	0	0
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	57	15
50 STATES, D.C. & P.R.	57	15

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Table AE1

Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year

HEARING IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	2	0
ARIZONA	2	0
ARKANSAS	1	0
CALIFORNIA	19	5
COLORADO	1	8
CONNECTICUT	.	.
DELAWARE	0	0
DISTRICT OF COLUMBIA	0	0
FLORIDA	.	.
GEORGIA	2	0
HAWAII	2	0
IDAHO	0	2
ILLINOIS	3	3
INDIANA	3	1
IOWA	0	0
KANSAS	0	0
KENTUCKY	2	0
LOUISIANA	2	0
MAINE	1	0
MARYLAND	16	0
MASSACHUSETTS	2	0
MICHIGAN	1	0
MINNESOTA	0	0
MISSISSIPPI	2	0
MISSOURI	0	0
MONTANA	0	0
NEBRASKA	1	0
NEVADA	0	0
NEW HAMPSHIRE	0	0
NEW JERSEY	1	.
NEW MEXICO	1	.
NEW YORK	0	1
NORTH CAROLINA	.	.
NORTH DAKOTA	0	1
OHIO	0	0
OKLAHOMA	2	0
OREGON	1	1
PENNSYLVANIA	1	0
PUERTO RICO	0	0
RHODE ISLAND	.	.
SOUTH CAROLINA	6	1
SOUTH DAKOTA	0	0
TENNESSEE	1	0
TEXAS	16	1
UTAH	1	0
VERMONT	7	0
VIRGINIA	0	0
WASHINGTON	.	.
WEST VIRGINIA	0	0
WISCONSIN	0	.
WYOMING	0	0
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	99	24
50 STATES, D.C. & P.R.	99	24

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Table AE1
Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	0	0
ARIZONA	0	0
ARKANSAS	0	0
CALIFORNIA	7	2
COLORADO	12	62
CONNECTICUT	.	.
DELAWARE	8	0
DISTRICT OF COLUMBIA	0	0
FLORIDA	.	.
GEORGIA	0	0
HAWAII	0	0
IDAHO	0	0
ILLINOIS	2	0
INDIANA	1	1
IOWA	0	0
KANSAS	0	0
KENTUCKY	0	0
LOUISIANA	2	0
MAINE	0	0
MARYLAND	0	0
MASSACHUSETTS	1	0
MICHIGAN	10	0
MINNESOTA	1	0
MISSISSIPPI	3	0
MISSOURI	0	0
MONTANA	0	0
NEBRASKA	0	0
NEVADA	0	0
NEW HAMPSHIRE	0	0
NEW JERSEY	0	.
NEW MEXICO	1	.
NEW YORK	0	0
NORTH CAROLINA	.	.
NORTH DAKOTA	0	0
OHIO	1	0
OKLAHOMA	0	0
OREGON	1	1
PENNSYLVANIA	0	0
PUERTO RICO	0	0
RHODE ISLAND	.	.
SOUTH CAROLINA	3	0
SOUTH DAKOTA	0	0
TENNESSEE	0	0
TEXAS	8	.
UTAH	0	0
VERMONT	0	0
VIRGINIA	1	0
WASHINGTON	.	.
WEST VIRGINIA	0	0
WISCONSIN	0	.
WYOMING	0	0
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	62	66
50 STATES, D.C. & P.R.	62	66

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Table AE1

Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year

OTHER HEALTH IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	5	.
ALASKA	15	0
ARIZONA	4	0
ARKANSAS	11	0
CALIFORNIA	53	13
COLORADO	.	.
CONNECTICUT	.	1
DELAWARE	.	.
DISTRICT OF COLUMBIA	0	0
FLORIDA	.	.
GEORGIA	13	1
HAWAII	4	0
IDAHO	3	0
ILLINOIS	1	1
INDIANA	7	1
IOWA	6	0
KANSAS	7	4
KENTUCKY	3	0
LOUISIANA	21	0
MAINE	5	0
MARYLAND	10	3
MASSACHUSETTS	1	0
MICHIGAN	0	0
MINNESOTA	2	0
MISSISSIPPI	0	0
MISSOURI	22	0
MONTANA	0	2
NEBRASKA	5	0
NEVADA	7	0
NEW HAMPSHIRE	2	0
NEW JERSEY	1	.
NEW MEXICO	5	.
NEW YORK	27	3
NORTH CAROLINA	.	.
NORTH DAKOTA	0	0
OHIO	8	0
OKLAHOMA	5	0
OREGON	16	5
PENNSYLVANIA	2	0
PUERTO RICO	0	0
RHODE ISLAND	.	.
SOUTH CAROLINA	10	0
SOUTH DAKOTA	0	0
TENNESSEE	28	3
TEXAS	266	.
UTAH	0	0
VERMONT	19	0
VIRGINIA	1	0
WASHINGTON	.	.
WEST VIRGINIA	0	0
WISCONSIN	1	.
WYOMING	0	2
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	596	39
50 STATES, D.C. & P.R.	596	39

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Table AE1

Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year

VISUAL IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	0	0
ARIZONA	0	0
ARKANSAS	0	0
CALIFORNIA	6	1
COLORADO	0	2
CONNECTICUT	.	.
DELAWARE	0	0
DISTRICT OF COLUMBIA	0	0
FLORIDA	.	.
GEORGIA	0	0
HAWAII	0	0
IDAHO	0	0
ILLINOIS	1	0
INDIANA	0	0
IOWA	0	0
KANSAS	0	0
KENTUCKY	0	0
LOUISIANA	0	0
MAINE	0	0
MARYLAND	4	0
MASSACHUSETTS	1	0
MICHIGAN	0	0
MINNESOTA	0	0
MISSISSIPPI	0	0
MISSOURI	0	0
MONTANA	0	0
NEBRASKA	0	0
NEVADA	2	0
NEW HAMPSHIRE	0	0
NEW JERSEY	0	.
NEW MEXICO	.	.
NEW YORK	0	0
NORTH CAROLINA	.	.
NORTH DAKOTA	0	0
OHIO	0	0
OKLAHOMA	0	0
OREGON	0	0
PENNSYLVANIA	1	0
PUERTO RICO	0	0
RHODE ISLAND	.	.
SOUTH CAROLINA	2	0
SOUTH DAKOTA	0	0
TENNESSEE	2	0
TEXAS	6	1
UTAH	0	0
VERMONT	1	0
VIRGINIA	0	0
WASHINGTON	.	.
WEST VIRGINIA	0	0
WISCONSIN	0	.
WYOMING	0	0
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	26	4
50 STATES, D.C. & P.R.	26	4

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Table AE1
Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year

AUTISM

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	0	0
ARIZONA	0	0
ARKANSAS	0	0
CALIFORNIA	8	2
COLORADO	0	2
CONNECTICUT	.	.
DELAWARE	0	0
DISTRICT OF COLUMBIA	0	0
FLORIDA	.	.
GEORGIA	0	0
HAWAII	0	0
IDAHO	0	0
ILLINOIS	0	0
INDIANA	1	0
IOWA	0	0
KANSAS	0	0
KENTUCKY	0	0
LOUISIANA	0	0
MAINE	0	0
MARYLAND	0	0
MASSACHUSETTS	1	0
MICHIGAN	0	0
MINNESOTA	0	0
MISSISSIPPI	0	0
MISSOURI	0	0
MONTANA	0	0
NEBRASKA	0	0
NEVADA	0	0
NEW HAMPSHIRE	0	0
NEW JERSEY	0	.
NEW MEXICO	.	.
NEW YORK	0	0
NORTH CAROLINA	.	.
NORTH DAKOTA	0	0
OHIO	0	0
OKLAHOMA	0	0
OREGON	1	0
PENNSYLVANIA	0	0
PUERTO RICO	0	0
RHODE ISLAND	.	.
SOUTH CAROLINA	1	2
SOUTH DAKOTA	0	0
TENNESSEE	0	0
TEXAS	.	.
UTAH	0	0
VERMONT	0	0
VIRGINIA	0	0
WASHINGTON	.	.
WEST VIRGINIA	0	0
WISCONSIN	0	.
WYOMING	0	0
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	12	6
50 STATES, D.C. & P.R.	12	6

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Table AE1

Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year

DEAF-BLINDNESS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	0	0
ARIZONA	0	0
ARKANSAS	0	0
CALIFORNIA	0	0
COLORADO	0	0
CONNECTICUT	.	.
DELAWARE	0	0
DISTRICT OF COLUMBIA	0	0
FLORIDA	.	.
GEORGIA	0	0
HAWAII	0	0
IDAHO	0	0
ILLINOIS	0	0
INDIANA	0	0
IOWA	0	0
KANSAS	0	0
KENTUCKY	0	0
LOUISIANA	1	0
MAINE	1	1
MARYLAND	6	1
MASSACHUSETTS	0	0
MICHIGAN	0	0
MINNESOTA	0	0
MISSISSIPPI	0	0
MISSOURI	0	0
MONTANA	0	0
NEBRASKA	0	0
NEVADA	0	0
NEW HAMPSHIRE	2	0
NEW JERSEY	0	.
NEW MEXICO	.	.
NEW YORK	0	0
NORTH CAROLINA	.	.
NORTH DAKOTA	0	0
OHIO	0	0
OKLAHOMA	0	0
OREGON	1	1
PENNSYLVANIA	0	0
PUERTO RICO	0	0
RHODE ISLAND	.	.
SOUTH CAROLINA	0	2
SOUTH DAKOTA	0	0
TENNESSEE	0	0
TEXAS	.	.
UTAH	0	0
VERMONT	0	0
VIRGINIA	0	0
WASHINGTON	.	.
WEST VIRGINIA	0	0
WISCONSIN	0	.
WYOMING	0	0
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	11	5
50 STATES, D.C. & P.R.	11	5

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AE1
Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year

TRAUMATIC BRAIN INJURY

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	1	0
ARIZONA	1	0
ARKANSAS	0	0
CALIFORNIA	4	1
COLORADO	1	1
CONNECTICUT	.	.
DELAWARE	0	0
DISTRICT OF COLUMBIA	0	0
FLORIDA	.	.
GEORGIA	0	0
HAWAII	1	0
IDAHO	0	0
ILLINOIS	2	0
INDIANA	1	1
IOWA	0	0
KANSAS	0	0
KENTUCKY	0	0
LOUISIANA	1	0
MAINE	0	0
MARYLAND	0	0
MASSACHUSETTS	0	0
MICHIGAN	0	0
MINNESOTA	0	0
MISSISSIPPI	0	0
MISSOURI	0	0
MONTANA	1	0
NEBRASKA	0	0
NEVADA	1	0
NEW HAMPSHIRE	0	0
NEW JERSEY	4	.
NEW MEXICO	1	.
NEW YORK	0	0
NORTH CAROLINA	.	.
NORTH DAKOTA	0	0
OHIO	0	0
OKLAHOMA	1	0
OREGON	1	0
PENNSYLVANIA	1	0
PUERTO RICO	0	0
RHODE ISLAND	.	.
SOUTH CAROLINA	0	2
SOUTH DAKOTA	0	0
TENNESSEE	0	0
TEXAS	4	.
UTAH	1	0
VERMONT	0	0
VIRGINIA	0	0
WASHINGTON	.	.
WEST VIRGINIA	0	0
WISCONSIN	0	.
WYOMING	0	0
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	27	5
50 STATES, D.C. & P.R.	27	5

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE1

Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year

DEVELOPMENTAL DELAY

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	.	.
ARIZONA	0	0
ARKANSAS	0	0
CALIFORNIA	.	.
COLORADO	0	1
CONNECTICUT	.	.
DELAWARE	.	.
DISTRICT OF COLUMBIA	0	0
FLORIDA	.	.
GEORGIA	0	0
HAWAII	.	.
IDAHO	0	0
ILLINOIS	0	0
INDIANA	0	0
IOWA	.	.
KANSAS	0	0
KENTUCKY	0	0
LOUISIANA	0	0
MAINE	.	.
MARYLAND	0	0
MASSACHUSETTS	.	.
MICHIGAN	0	0
MINNESOTA	0	0
MISSISSIPPI	0	0
MISSOURI	0	0
MONTANA	0	0
NEBRASKA	0	0
NEVADA	0	0
NEW HAMPSHIRE	0	0
NEW JERSEY	0	.
NEW MEXICO	.	.
NEW YORK	0	0
NORTH CAROLINA	.	.
NORTH DAKOTA	0	0
OHIO	0	0
OKLAHOMA	0	0
OREGON	0	0
PENNSYLVANIA	0	0
PUERTO RICO	0	0
RHODE ISLAND	.	.
SOUTH CAROLINA	0	2
SOUTH DAKOTA	0	0
TENNESSEE	2	0
TEXAS	.	.
UTAH	0	0
VERMONT	0	0
VIRGINIA	1	0
WASHINGTON	.	.
WEST VIRGINIA	0	0
WISCONSIN	0	.
WYOMING	0	0
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	3	3
50 STATES, D.C. & P.R.	3	3

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2

Percentage of Children (Based on Child Count) with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Long-Term Suspension/Expulsion, During the 1998-99 School Year

ALL DISABILITIES

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER	SUSPENSION > 10 DAYS
ALABAMA	0.06	.	0.15
ALASKA	0.99	0.05	0.08
ARIZONA	0.37	0.05	0.37
ARKANSAS	0.19	0.00	0.36
CALIFORNIA	0.38	0.10	0.04
COLORADO	0.28	0.85	0.24
CONNECTICUT	0.04	0.01	0.02
DELAWARE	0.71	0.00	0.14
DISTRICT OF COLUMBIA	0.23	0.09	0.05
FLORIDA	.	.	0.04
GEORGIA	0.11	0.01	0.26
HAWAII	0.62	0.00	0.37
IDAHO	0.13	0.01	0.07
ILLINOIS	0.11	0.01	0.07
INDIANA	0.24	0.08	0.88
IOWA	0.10	0.01	0.05
KANSAS	0.06	0.07	0.04
KENTUCKY	0.05	0.00	0.04
LOUISIANA	0.26	0.00	0.45
MAINE	0.20	0.01	0.20
MARYLAND	0.18	0.03	0.53
MASSACHUSETTS	0.10	0.02	0.08
MICHIGAN	0.07	0.03	0.17
MINNESOTA	0.04	0.01	0.00
MISSISSIPPI	0.30	0.00	0.21
MISSOURI	0.34	0.00	0.56
MONTANA	0.06	0.07	0.13
NEBRASKA	0.18	0.00	0.13
NEVADA	0.46	0.00	0.38
NEW HAMPSHIRE	0.02	0.00	0.05
NEW JERSEY	0.04	.	0.00
NEW MEXICO	0.32	.	0.06
NEW YORK	0.02	0.01	0.03
NORTH CAROLINA	.	.	0.45
NORTH DAKOTA	0.11	0.02	0.08
OHIO	0.07	0.00	0.22
OKLAHOMA	0.31	0.00	0.47
OREGON	0.43	0.11	0.28
PENNSYLVANIA	0.16	0.01	0.20
PUERTO RICO	0.00	0.00	0.00
RHODE ISLAND	.	.	0.04
SOUTH CAROLINA	1.26	0.02	1.25
SOUTH DAKOTA	0.10	0.00	0.24
TENNESSEE	0.19	0.03	0.76
TEXAS	0.75	0.01	1.44
UTAH	0.32	0.01	0.11
VERMONT	1.46	0.00	0.47
VIRGINIA	0.02	0.00	0.47
WASHINGTON	.	.	.
WEST VIRGINIA	0.01	0.00	0.02
WISCONSIN	0.07	.	0.10
WYOMING	0.09	0.10	0.04
AMERICAN SAMOA	0.00	0.00	0.00
GUAM	0.92	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00
PALAU	0.00	0.00	0.00
VIRGIN ISLANDS	0.40	0.00	1.30
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND OUTLYING AREAS	0.25	0.04	0.31
50 STATES, D.C. & P.R.	0.25	0.04	0.31

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2
Percentage of Children (Based on Child Count) with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year

SPECIFIC LEARNING DISABILITIES

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	0.08	.
ALASKA	1.31	0.07
ARIZONA	0.52	0.09
ARKANSAS	0.34	0.00
CALIFORNIA	0.57	0.14
COLORADO	0.40	1.00
CONNECTICUT	0.06	0.01
DELAWARE	0.94	0.00
DISTRICT OF COLUMBIA	0.27	0.09
FLORIDA	.	.
GEORGIA	0.14	0.00
HAWAII	0.80	0.00
IDAHO	0.16	0.00
ILLINOIS	0.10	0.01
INDIANA	0.35	0.12
IOWA	0.07	0.02
KANSAS	0.07	0.10
KENTUCKY	0.06	0.00
LOUISIANA	0.33	0.01
MAINE	0.28	0.01
MARYLAND	0.24	0.03
MASSACHUSETTS	0.11	0.02
MICHIGAN	0.08	0.04
MINNESOTA	0.04	0.01
MISSISSIPPI	0.53	0.00
MISSOURI	0.41	0.00
MONTANA	0.10	0.08
NEBRASKA	0.17	0.00
NEVADA	0.59	0.00
NEW HAMPSHIRE	0.00	0.01
NEW JERSEY	0.03	.
NEW MEXICO	0.44	.
NEW YORK	0.01	0.01
NORTH CAROLINA	.	.
NORTH DAKOTA	0.18	0.00
OHIO	0.10	0.00
OKLAHOMA	0.39	0.00
OREGON	0.61	0.14
PENNSYLVANIA	0.20	0.02
PUERTO RICO	0.00	0.00
RHODE ISLAND	.	.
SOUTH CAROLINA	1.77	0.03
SOUTH DAKOTA	0.14	0.00
TENNESSEE	0.28	0.03
TEXAS	0.95	0.01
UTAH	0.43	0.01
VERMONT	1.24	0.00
VIRGINIA	0.03	0.00
WASHINGTON	.	.
WEST VIRGINIA	0.02	0.00
WISCONSIN	0.05	.
WYOMING	0.18	0.13
AMERICAN SAMOA	0.00	0.00
GUAM	1.24	0.00
NORTHERN MARIANAS	0.00	0.00
PALAU	0.00	0.00
VIRGIN ISLANDS	0.15	0.00
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.35	0.05
50 STATES, D.C. & P.R.	0.35	0.05

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2
Percentage of Children (Based on Child Count) with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Suspension/Expulsion, During the 1998-99 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	0.01	.
ALASKA	0.21	0.03
ARIZONA	0.01	0.00
ARKANSAS	0.02	0.00
CALIFORNIA	0.09	0.02
COLORADO	0.08	0.34
CONNECTICUT	0.02	.
DELAWARE	0.25	0.00
DISTRICT OF COLUMBIA	0.00	0.00
FLORIDA	.	.
GEORGIA	0.01	0.00
HAWAII	0.04	0.00
IDAHO	0.00	0.00
ILLINOIS	0.01	0.00
INDIANA	0.01	0.00
IOWA	0.00	0.00
KANSAS	0.00	0.02
KENTUCKY	0.00	0.00
LOUISIANA	0.02	0.00
MAINE	0.00	0.00
MARYLAND	0.04	0.00
MASSACHUSETTS	0.13	0.02
MICHIGAN	0.00	0.00
MINNESOTA	0.00	0.00
MISSISSIPPI	0.01	0.00
MISSOURI	0.03	0.00
MONTANA	0.00	0.00
NEBRASKA	0.05	0.00
NEVADA	0.04	0.00
NEW HAMPSHIRE	0.00	0.00
NEW JERSEY	0.00	.
NEW MEXICO	0.08	.
NEW YORK	0.00	0.00
NORTH CAROLINA	.	.
NORTH DAKOTA	0.00	0.00
OHIO	0.01	0.00
OKLAHOMA	0.03	0.00
OREGON	0.08	0.04
PENNSYLVANIA	0.00	0.00
PUERTO RICO	0.00	0.00
RHODE ISLAND	.	.
SOUTH CAROLINA	0.20	0.00
SOUTH DAKOTA	0.00	0.00
TENNESSEE	0.03	0.00
TEXAS	0.15	.
UTAH	0.02	0.00
VERMONT	0.49	0.00
VIRGINIA	0.00	0.00
WASHINGTON	.	.
WEST VIRGINIA	0.00	0.00
WISCONSIN	0.01	.
WYOMING	0.00	0.00
AMERICAN SAMOA	0.00	0.00
GUAM	0.00	0.00
NORTHERN MARIANAS	0.00	0.00
PALAU	0.00	0.00
VIRGIN ISLANDS	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.04	0.01
50 STATES, D.C. & P.R.	0.04	0.01

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2

Percentage of Children (Based on Child Count) with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Suspension/Expulsion, During the 1998-99 School Year

MENTAL RETARDATION

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	0.02	.
ALASKA	1.29	0.00
ARIZONA	0.25	0.00
ARKANSAS	0.16	0.00
CALIFORNIA	0.25	0.06
COLORADO	0.30	1.09
CONNECTICUT	0.02	.
DELAWARE	0.25	0.00
DISTRICT OF COLUMBIA	0.34	0.00
FLORIDA	.	.
GEORGIA	0.14	0.02
HAWAII	0.44	0.00
IDAHO	0.04	0.00
ILLINOIS	0.05	0.01
INDIANA	0.19	0.05
IOWA	0.03	0.00
KANSAS	0.04	0.04
KENTUCKY	0.07	0.01
LOUISIANA	0.32	0.01
MAINE	0.26	0.17
MARYLAND	0.19	0.14
MASSACHUSETTS	0.11	0.02
MICHIGAN	0.03	0.01
MINNESOTA	0.00	0.00
MISSISSIPPI	0.40	0.00
MISSOURI	0.15	0.00
MONTANA	0.00	0.00
NEBRASKA	0.21	0.00
NEVADA	0.12	0.00
NEW HAMPSHIRE	0.00	0.00
NEW JERSEY	0.02	.
NEW MEXICO	0.29	.
NEW YORK	0.02	0.01
NORTH CAROLINA	.	.
NORTH DAKOTA	0.08	0.00
OHIO	0.07	0.00
OKLAHOMA	0.25	0.00
OREGON	0.25	0.07
PENNSYLVANIA	0.19	0.00
PUERTO RICO	0.00	0.00
RHODE ISLAND	.	.
SOUTH CAROLINA	1.46	0.01
SOUTH DAKOTA	0.07	0.00
TENNESSEE	0.15	0.08
TEXAS	0.27	.
UTAH	0.18	0.00
VERMONT	0.15	0.00
VIRGINIA	0.03	0.00
WASHINGTON	.	.
WEST VIRGINIA	0.02	0.01
WISCONSIN	0.05	.
WYOMING	0.00	0.00
AMERICAN SAMOA	0.00	0.00
GUAM	1.18	0.00
NORTHERN MARIANAS	0.00	0.00
PALAU	0.00	0.00
VIRGIN ISLANDS	0.66	0.00
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.17	0.02
50 STATES, D.C. & P.R.	0.17	0.02

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2

Percentage of Children (Based on Child Count) with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Suspension/Expulsion, During the 1998-99 School Year

EMOTIONAL DISTURBANCE

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	0.25	.
ALASKA	1.97	0.12
ARIZONA	1.14	0.09
ARKANSAS	0.69	0.00
CALIFORNIA	0.73	0.18
COLORADO	0.47	1.65
CONNECTICUT	0.10	0.01
DELAWARE	2.29	0.00
DISTRICT OF COLUMBIA	0.28	0.28
FLORIDA	.	.
GEORGIA	0.25	0.01
HAWAII	1.23	0.00
IDAHO	1.06	0.00
ILLINOIS	0.55	0.05
INDIANA	0.90	0.28
IOWA	0.45	0.03
KANSAS	0.18	0.16
KENTUCKY	0.16	0.00
LOUISIANA	0.88	0.00
MAINE	0.52	0.00
MARYLAND	0.46	0.12
MASSACHUSETTS	0.11	0.02
MICHIGAN	0.30	0.07
MINNESOTA	0.13	0.01
MISSISSIPPI	0.64	0.00
MISSOURI	1.31	0.00
MONTANA	0.09	0.28
NEBRASKA	0.85	0.00
NEVADA	1.80	0.00
NEW HAMPSHIRE	0.04	0.00
NEW JERSEY	0.21	.
NEW MEXICO	0.62	.
NEW YORK	0.07	0.04
NORTH CAROLINA	.	.
NORTH DAKOTA	0.44	0.11
OHIO	0.20	0.00
OKLAHOMA	1.37	0.00
OREGON	1.31	0.22
PENNSYLVANIA	0.44	0.02
PUERTO RICO	0.00	0.00
RHODE ISLAND	.	.
SOUTH CAROLINA	4.09	0.03
SOUTH DAKOTA	0.72	0.00
TENNESSEE	0.47	0.12
TEXAS	1.79	0.03
UTAH	1.09	0.02
VERMONT	4.74	0.00
VIRGINIA	0.09	0.00
WASHINGTON	.	.
WEST VIRGINIA	0.05	0.00
WISCONSIN	0.32	.
WYOMING	0.10	0.31
AMERICAN SAMOA	0.00	0.00
GUAM	0.00	0.00
NORTHERN MARIANAS	0.00	0.00
PALAU	0.00	0.00
VIRGIN ISLANDS	4.84	0.00
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.61	0.09
50 STATES, D.C. & P.R.	0.61	0.09

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2

Percentage of Children (Based on Child Count) with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Suspension/Expulsion, During the 1998-99 School Year

MULTIPLE DISABILITIES

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	0.40	0.00
ARIZONA	0.00	0.00
ARKANSAS	0.10	0.00
CALIFORNIA	0.09	0.02
COLORADO	0.03	0.14
CONNECTICUT	0.05	.
DELAWARE	.	.
DISTRICT OF COLUMBIA	0.00	0.00
FLORIDA	.	.
GEORGIA	.	.
HAWAII	0.00	0.00
IDAHO	0.21	0.00
ILLINOIS	.	.
INDIANA	0.00	0.00
IOWA	0.00	0.00
KANSAS	0.15	0.05
KENTUCKY	0.10	0.00
LOUISIANA	0.00	0.00
MAINE	0.04	0.00
MARYLAND	0.00	0.00
MASSACHUSETTS	0.11	0.04
MICHIGAN	0.00	0.00
MINNESOTA	.	.
MISSISSIPPI	0.22	0.00
MISSOURI	0.25	0.00
MONTANA	0.00	0.00
NEBRASKA	0.00	0.00
NEVADA	0.00	0.00
NEW HAMPSHIRE	0.00	0.00
NEW JERSEY	0.06	.
NEW MEXICO	0.09	.
NEW YORK	0.02	0.02
NORTH CAROLINA	.	.
NORTH DAKOTA	.	.
OHIO	0.00	0.00
OKLAHOMA	0.00	0.00
OREGON	.	.
PENNSYLVANIA	0.19	0.00
PUERTO RICO	0.00	0.00
RHODE ISLAND	.	.
SOUTH CAROLINA	0.00	0.69
SOUTH DAKOTA	0.00	0.00
TENNESSEE	0.00	0.00
TEXAS	0.34	.
UTAH	0.00	0.00
VERMONT	2.82	0.00
VIRGINIA	0.00	0.00
WASHINGTON	.	.
WEST VIRGINIA	.	.
WISCONSIN	.	.
WYOMING	.	.
AMERICAN SAMOA	0.00	0.00
GUAM	0.00	0.00
NORTHERN MARIANAS	0.00	0.00
PALAU	0.00	0.00
VIRGIN ISLANDS	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.06	0.02
50 STATES, D.C. & P.R.	0.06	0.02

Data for the 1998-99 school year, updated as of September 25, 2000.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2
Percentage of Children (Based on Child Count) with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Suspension/Expulsion, During the 1998-99 School Year

HEARING IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	0.83	0.00
ARIZONA	0.14	0.00
ARKANSAS	0.17	0.00
CALIFORNIA	0.21	0.05
COLORADO	0.09	0.70
CONNECTICUT	.	.
DELAWARE	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00
FLORIDA	.	.
GEORGIA	0.15	0.00
HAWAII	0.75	0.00
IDAHO	0.00	0.68
ILLINOIS	0.09	0.09
INDIANA	0.18	0.06
IOWA	0.00	0.00
KANSAS	0.00	0.00
KENTUCKY	0.28	0.00
LOUISIANA	0.14	0.00
MAINE	0.39	0.00
MARYLAND	1.26	0.00
MASSACHUSETTS	0.14	0.00
MICHIGAN	0.03	0.00
MINNESOTA	0.00	0.00
MISSISSIPPI	0.34	0.00
MISSOURI	0.00	0.00
MONTANA	0.00	0.00
NEBRASKA	0.17	0.00
NEVADA	0.00	0.00
NEW HAMPSHIRE	0.00	0.00
NEW JERSEY	0.07	.
NEW MEXICO	0.19	.
NEW YORK	0.00	0.02
NORTH CAROLINA	.	.
NORTH DAKOTA	0.00	0.78
OHIO	0.00	0.00
OKLAHOMA	0.26	0.00
OREGON	0.10	0.10
PENNSYLVANIA	0.04	0.00
PUERTO RICO	0.00	0.00
RHODE ISLAND	.	.
SOUTH CAROLINA	0.56	0.09
SOUTH DAKOTA	0.00	0.00
TENNESSEE	0.07	0.00
TEXAS	0.27	0.02
UTAH	0.10	0.00
VERMONT	4.79	0.00
VIRGINIA	0.00	0.00
WASHINGTON	.	.
WEST VIRGINIA	0.00	0.00
WISCONSIN	0.00	.
WYOMING	0.00	0.00
AMERICAN SAMOA	0.00	0.00
GUAM	0.00	0.00
NORTHERN MARIANAS	0.00	0.00
PALAU	0.00	0.00
VIRGIN ISLANDS	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.16	0.04
50 STATES, D.C. & P.R.	0.16	0.04

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE2

Percentage of Children (Based on Child Count) with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Suspension/Expulsion, During the 1998-99 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	0.00	0.00
ARIZONA	0.00	0.00
ARKANSAS	0.00	0.00
CALIFORNIA	0.06	0.02
COLORADO	0.26	1.37
CONNECTICUT	.	.
DELAWARE	1.07	0.00
DISTRICT OF COLUMBIA	0.00	0.00
FLORIDA	.	.
GEORGIA	0.00	0.00
HAWAII	0.00	0.00
IDAHO	0.00	0.00
ILLINOIS	0.08	0.00
INDIANA	0.08	0.08
IOWA	0.00	0.00
KANSAS	0.00	0.00
KENTUCKY	0.00	0.00
LOUISIANA	0.15	0.00
MAINE	0.00	0.00
MARYLAND	0.00	0.00
MASSACHUSETTS	0.11	0.00
MICHIGAN	0.09	0.00
MINNESOTA	0.07	0.00
MISSISSIPPI	0.21	0.00
MISSOURI	0.00	0.00
MONTANA	0.00	0.00
NEBRASKA	0.00	0.00
NEVADA	0.00	0.00
NEW HAMPSHIRE	0.00	0.00
NEW JERSEY	0.00	.
NEW MEXICO	0.20	.
NEW YORK	0.00	0.00
NORTH CAROLINA	.	.
NORTH DAKOTA	0.00	0.00
OHIO	0.04	0.00
OKLAHOMA	0.00	0.00
OREGON	0.12	0.12
PENNSYLVANIA	0.00	0.00
PUERTO RICO	0.00	0.00
RHODE ISLAND	.	.
SOUTH CAROLINA	0.38	0.00
SOUTH DAKOTA	0.00	0.00
TENNESSEE	0.00	0.00
TEXAS	0.16	.
UTAH	0.00	0.00
VERMONT	0.00	0.00
VIRGINIA	0.13	0.00
WASHINGTON	.	.
WEST VIRGINIA	0.00	0.00
WISCONSIN	0.00	.
WYOMING	0.00	0.00
AMERICAN SAMOA	.	.
GUAM	0.00	0.00
NORTHERN MARIANAS	0.00	0.00
PALAU	0.00	0.00
VIRGIN ISLANDS	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.10	0.12
50 STATES, D.C. & P.R.	0.10	0.12

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Percentage of Children (Based on Child Count) with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Suspension/Expulsion, During the 1998-99 School Year

	OTHER HEALTH IMPAIRMENTS	
STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	0.18	.
ALASKA	2.44	0.00
ARIZONA	0.34	0.00
ARKANSAS	0.26	0.00
CALIFORNIA	0.35	0.09
COLORADO	.	.
CONNECTICUT	.	0.02
DELAWARE	.	.
DISTRICT OF COLUMBIA	0.00	0.00
FLORIDA	.	.
GEORGIA	0.14	0.01
HAWAII	0.54	0.00
IDAHO	0.32	0.00
ILLINOIS	0.02	0.02
INDIANA	0.32	0.05
IOWA	11.11	0.00
KANSAS	0.18	0.10
KENTUCKY	0.07	0.00
LOUISIANA	0.31	0.00
MAINE	0.30	0.00
MARYLAND	0.18	0.05
MASSACHUSETTS	0.08	0.00
MICHIGAN	.	.
MINNESOTA	0.03	0.00
MISSISSIPPI	.	.
MISSOURI	0.41	0.00
MONTANA	0.00	0.23
NEBRASKA	0.25	0.00
NEVADA	0.70	0.00
NEW HAMPSHIRE	0.07	0.00
NEW JERSEY	0.07	.
NEW MEXICO	0.33	.
NEW YORK	0.14	0.02
NORTH CAROLINA	.	.
NORTH DAKOTA	0.00	0.00
OHIO	0.19	0.00
OKLAHOMA	0.24	0.00
OREGON	0.44	0.14
PENNSYLVANIA	0.18	0.00
PUERTO RICO	0.00	0.00
RHODE ISLAND	.	.
SOUTH CAROLINA	0.41	0.00
SOUTH DAKOTA	0.00	0.00
TENNESSEE	0.31	0.03
TEXAS	0.81	.
UTAH	0.00	0.00
VERMONT	1.99	0.00
VIRGINIA	0.01	0.00
WASHINGTON	.	.
WEST VIRGINIA	0.00	0.00
WISCONSIN	0.03	.
WYOMING	0.00	0.27
AMERICAN SAMOA	.	.
GUAM	0.00	0.00
NORTHERN MARIANAS	0.00	0.00
PALAU	0.00	0.00
VIRGIN ISLANDS	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.33	0.03
50 STATES, D.C. & P.R.	0.33	0.03

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Table AE2

Percentage of Children (Based on Child Count) with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Suspension/Expulsion, During the 1998-99 School Year

VISUAL IMPAIRMENTS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	0.00	0.00
ARIZONA	0.00	0.00
ARKANSAS	0.00	0.00
CALIFORNIA	0.17	0.03
COLORADO	0.00	0.68
CONNECTICUT	.	.
DELAWARE	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00
FLORIDA	.	.
GEORGIA	0.00	0.00
HAWAII	0.00	0.00
IDAHO	0.00	0.00
ILLINOIS	0.09	0.00
INDIANA	0.00	0.00
IOWA	0.00	0.00
KANSAS	0.00	0.00
KENTUCKY	0.00	0.00
LOUISIANA	0.00	0.00
MAINE	0.00	0.00
MARYLAND	0.78	0.00
MASSACHUSETTS	0.16	0.00
MICHIGAN	0.00	0.00
MINNESOTA	0.00	0.00
MISSISSIPPI	0.00	0.00
MISSOURI	0.00	0.00
MONTANA	0.00	0.00
NEBRASKA	0.00	0.00
NEVADA	1.75	0.00
NEW HAMPSHIRE	0.00	0.00
NEW JERSEY	0.00	.
NEW MEXICO	.	.
NEW YORK	0.00	0.00
NORTH CAROLINA	.	.
NORTH DAKOTA	0.00	0.00
OHIO	0.00	0.00
OKLAHOMA	0.00	0.00
OREGON	0.00	0.00
PENNSYLVANIA	0.08	0.00
PUERTO RICO	0.00	0.00
RHODE ISLAND	.	.
SOUTH CAROLINA	0.57	0.00
SOUTH DAKOTA	0.00	0.00
TENNESSEE	0.24	0.00
TEXAS	0.26	0.04
UTAH	0.00	0.00
VERMONT	3.33	0.00
VIRGINIA	0.00	0.00
WASHINGTON	.	.
WEST VIRGINIA	0.00	0.00
WISCONSIN	0.00	.
WYOMING	0.00	0.00
AMERICAN SAMOA	0.00	0.00
GUAM	0.00	0.00
NORTHERN MARIANAS	0.00	0.00
PALAU	0.00	0.00
VIRGIN ISLANDS	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.11	0.02
50 STATES, D.C. & P.R.	0.11	0.02

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Percentage of Children (Based on Child Count) with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Suspension/Expulsion, During the 1998-99 School Year

AUTISM

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	0.00	0.00
ARIZONA	0.00	0.00
ARKANSAS	0.00	0.00
CALIFORNIA	0.12	0.03
COLORADO	0.00	0.81
CONNECTICUT	.	.
DELAWARE	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00
FLORIDA	.	.
GEORGIA	0.00	0.00
HAWAII	0.00	0.00
IDAHO	0.00	0.00
ILLINOIS	0.00	0.00
INDIANA	0.06	0.00
IOWA	0.00	0.00
KANSAS	0.00	0.00
KENTUCKY	0.00	0.00
LOUISIANA	0.00	0.00
MAINE	0.00	0.00
MARYLAND	0.00	0.00
MASSACHUSETTS	0.17	0.00
MICHIGAN	0.00	0.00
MINNESOTA	0.00	0.00
MISSISSIPPI	0.00	0.00
MISSOURI	0.00	0.00
MONTANA	0.00	0.00
NEBRASKA	0.00	0.00
NEVADA	0.00	0.00
NEW HAMPSHIRE	0.00	0.00
NEW JERSEY	0.00	.
NEW MEXICO	.	.
NEW YORK	0.00	0.00
NORTH CAROLINA	.	.
NORTH DAKOTA	0.00	0.00
OHIO	0.00	0.00
OKLAHOMA	0.00	0.00
OREGON	0.05	0.00
PENNSYLVANIA	0.00	0.00
PUERTO RICO	0.00	0.00
RHODE ISLAND	.	.
SOUTH CAROLINA	0.17	0.34
SOUTH DAKOTA	0.00	0.00
TENNESSEE	0.00	0.00
TEXAS	.	.
UTAH	0.00	0.00
VERMONT	0.00	0.00
VIRGINIA	0.00	0.00
WASHINGTON	.	.
WEST VIRGINIA	0.00	0.00
WISCONSIN	0.00	.
WYOMING	0.00	0.00
AMERICAN SAMOA	0.00	0.00
GUAM	0.00	0.00
NORTHERN MARIANAS	0.00	0.00
PALAU	.	.
VIRGIN ISLANDS	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.03	0.02
50 STATES, D.C. & P.R.	0.03	0.02

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DEAF-BLINDNESS

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	0.00	0.00
ARIZONA	0.00	0.00
ARKANSAS	0.00	0.00
CALIFORNIA	0.00	0.00
COLORADO	0.00	0.00
CONNECTICUT	.	.
DELAWARE	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00
FLORIDA	.	.
GEORGIA	0.00	0.00
HAWAII	0.00	0.00
IDAHO	0.00	0.00
ILLINOIS	0.00	0.00
INDIANA	0.00	0.00
IOWA	0.00	0.00
KANSAS	0.00	0.00
KENTUCKY	0.00	0.00
LOUISIANA	6.67	0.00
MAINE	10.00	10.00
MARYLAND	31.58	5.26
MASSACHUSETTS	0.00	0.00
MICHIGAN	.	.
MINNESOTA	0.00	0.00
MISSISSIPPI	0.00	0.00
MISSOURI	0.00	0.00
MONTANA	0.00	0.00
NEBRASKA	0.00	0.00
NEVADA	0.00	0.00
NEW HAMPSHIRE	66.67	0.00
NEW JERSEY	0.00	.
NEW MEXICO	.	.
NEW YORK	0.00	0.00
NORTH CAROLINA	.	.
NORTH DAKOTA	0.00	0.00
OHIO	0.00	0.00
OKLAHOMA	0.00	0.00
OREGON	6.67	6.67
PENNSYLVANIA	0.00	0.00
PUERTO RICO	0.00	0.00
RHODE ISLAND	.	.
SOUTH CAROLINA	0.00	10.00
SOUTH DAKOTA	0.00	0.00
TENNESSEE	0.00	0.00
TEXAS	.	.
UTAH	0.00	0.00
VERMONT	0.00	0.00
VIRGINIA	0.00	0.00
WASHINGTON	.	.
WEST VIRGINIA	0.00	0.00
WISCONSIN	0.00	.
WYOMING	0.00	0.00
AMERICAN SAMOA	.	.
GUAM	0.00	0.00
NORTHERN MARIANAS	0.00	0.00
PALAU	0.00	0.00
VIRGIN ISLANDS	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.81	0.38
50 STATES, D.C. & P.R.	0.81	0.38

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TRAUMATIC BRAIN INJURY

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	1.33	0.00
ARIZONA	1.45	0.00
ARKANSAS	0.00	0.00
CALIFORNIA	0.40	0.10
COLORADO	0.49	0.49
CONNECTICUT	.	.
DELAWARE	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00
FLORIDA	.	.
GEORGIA	0.00	0.00
HAWAII	1.92	0.00
IDAHO	0.00	0.00
ILLINOIS	0.31	0.00
INDIANA	0.25	0.25
IOWA	0.00	0.00
KANSAS	0.00	0.00
KENTUCKY	0.00	0.00
LOUISIANA	0.36	0.00
MAINE	0.00	0.00
MARYLAND	0.00	0.00
MASSACHUSETTS	0.00	0.00
MICHIGAN	.	.
MINNESOTA	0.00	0.00
MISSISSIPPI	0.00	0.00
MISSOURI	0.00	0.00
MONTANA	1.64	0.00
NEBRASKA	0.00	0.00
NEVADA	1.01	0.00
NEW HAMPSHIRE	0.00	0.00
NEW JERSEY	7.41	.
NEW MEXICO	0.47	.
NEW YORK	0.00	0.00
NORTH CAROLINA	.	.
NORTH DAKOTA	0.00	0.00
OHIO	0.00	0.00
OKLAHOMA	0.43	0.00
OREGON	0.38	0.00
PENNSYLVANIA	0.06	0.00
PUERTO RICO	0.00	0.00
RHODE ISLAND	.	.
SOUTH CAROLINA	0.00	2.74
SOUTH DAKOTA	0.00	0.00
TENNESSEE	0.00	0.00
TEXAS	0.52	.
UTAH	0.33	0.00
VERMONT	0.00	0.00
VIRGINIA	0.00	0.00
WASHINGTON	.	.
WEST VIRGINIA	0.00	0.00
WISCONSIN	0.00	.
WYOMING	0.00	0.00
AMERICAN SAMOA	0.00	0.00
GUAM	0.00	0.00
NORTHERN MARIANAS	.	.
PALAU	.	.
VIRGIN ISLANDS	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.23	0.05
50 STATES, D.C. & P.R.	0.23	0.05

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Percentage of Children (Based on Child Count) with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses, Removal Based on a Hearing Officer Determination Regarding Likely Injury, or Suspension/Expulsion, During the 1998-99 School Year

DEVELOPMENTAL DELAY

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	.	.
ARIZONA	.	.
ARKANSAS	.	.
CALIFORNIA	.	.
COLORADO	.	.
CONNECTICUT	.	.
DELAWARE	.	.
DISTRICT OF COLUMBIA	.	.
FLORIDA	.	.
GEORGIA	.	.
HAWAII	.	.
IDAHO	0.00	0.00
ILLINOIS	.	.
INDIANA	.	.
IOWA	.	.
KANSAS	0.00	0.00
KENTUCKY	0.00	0.00
LOUISIANA	0.00	0.00
MAINE	.	.
MARYLAND	.	.
MASSACHUSETTS	.	.
MICHIGAN	.	.
MINNESOTA	.	.
MISSISSIPPI	0.00	0.00
MISSOURI	.	.
MONTANA	.	.
NEBRASKA	.	.
NEVADA	.	.
NEW HAMPSHIRE	.	.
NEW JERSEY	.	.
NEW MEXICO	.	.
NEW YORK	.	.
NORTH CAROLINA	.	.
NORTH DAKOTA	0.00	0.00
OHIO	.	.
OKLAHOMA	.	.
OREGON	.	.
PENNSYLVANIA	.	.
PUERTO RICO	.	.
RHODE ISLAND	.	.
SOUTH CAROLINA	.	.
SOUTH DAKOTA	.	.
TENNESSEE	0.16	0.00
TEXAS	.	.
UTAH	.	.
VERMONT	0.00	0.00
VIRGINIA	0.02	0.00
WASHINGTON	.	.
WEST VIRGINIA	.	.
WISCONSIN	0.00	.
WYOMING	.	.
AMERICAN SAMOA	.	.
GUAM	0.00	0.00
NORTHERN MARIANAS	0.00	0.00
PALAU	.	.
VIRGIN ISLANDS	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.03	0.03
50 STATES, D.C. & P.R.	0.03	0.03

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AE3
Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year by Race/Ethnicity

AMERICAN INDIAN/ALASKA NATIVE

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	28	1
ARIZONA	52	9
ARKANSAS	2	0
CALIFORNIA	34	8
COLORADO	3	11
CONNECTICUT	.	.
DELAWARE	0	0
DISTRICT OF COLUMBIA	0	0
FLORIDA	.	.
GEORGIA	0	0
HAWAII	0	0
IDAHO	6	0
ILLINOIS	0	0
INDIANA	1	1
IOWA	0	0
KANSAS	0	1
KENTUCKY	0	0
LOUISIANA	1	0
MAINE	1	1
MARYLAND	2	0
MASSACHUSETTS	.	0
MICHIGAN	5	0
MINNESOTA	5	0
MISSISSIPPI	0	0
MISSOURI	1	0
MONTANA	3	7
NEBRASKA	5	0
NEVADA	0	0
NEW HAMPSHIRE	0	0
NEW JERSEY	1	.
NEW MEXICO	68	0
NEW YORK	0	0
NORTH CAROLINA	.	.
NORTH DAKOTA	5	0
OHIO	1	0
OKLAHOMA	29	0
OREGON	9	5
PENNSYLVANIA	4	0
PUERTO RICO	0	0
RHODE ISLAND	0	0
SOUTH CAROLINA	2	0
SOUTH DAKOTA	4	0
TENNESSEE	12	0
TEXAS	13	1
UTAH	9	2
VERMONT	.	.
VIRGINIA	1	0
WASHINGTON	.	.
WEST VIRGINIA	0	0
WISCONSIN	4	.
WYOMING	3	1
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	314	48
50 STATES, D.C. & P.R.	314	48

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE3
Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year by Race/Ethnicity

ASIAN/PACIFIC ISLANDER

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	7	0
ARIZONA	4	0
ARKANSAS	2	0
CALIFORNIA	57	14
COLORADO	2	8
CONNECTICUT	1	.
DELAWARE	0	0
DISTRICT OF COLUMBIA	0	0
FLORIDA	.	.
GEORGIA	1	0
HAWAII	112	0
IDAHO	1	0
ILLINOIS	2	0
INDIANA	1	1
IOWA	1	0
KANSAS	0	0
KENTUCKY	0	0
LOUISIANA	0	0
MAINE	0	0
MARYLAND	129	7
MASSACHUSETTS	2	0
MICHIGAN	4	5
MINNESOTA	1	0
MISSISSIPPI	0	0
MISSOURI	1	0
MONTANA	0	0
NEBRASKA	0	0
NEVADA	3	0
NEW HAMPSHIRE	0	0
NEW JERSEY	0	.
NEW MEXICO	0	0
NEW YORK	0	0
NORTH CAROLINA	.	.
NORTH DAKOTA	0	0
OHIO	0	0
OKLAHOMA	0	0
OREGON	3	0
PENNSYLVANIA	1	0
PUERTO RICO	0	0
RHODE ISLAND	0	0
SOUTH CAROLINA	0	0
SOUTH DAKOTA	0	0
TENNESSEE	0	0
TEXAS	14	.
UTAH	2	0
VERMONT	.	.
VIRGINIA	1	0
WASHINGTON	.	.
WEST VIRGINIA	0	0
WISCONSIN	0	.
WYOMING	0	0
AMERICAN SAMOA	0	0
GUAM	18	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	370	35
50 STATES, D.C. & P.R.	352	35

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Table AE3

Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year by Race/Ethnicity

BLACK

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	13	.
ALASKA	17	0
ARIZONA	32	2
ARKANSAS	32	0
CALIFORNIA	567	142
COLORADO	27	208
CONNECTICUT	3	1
DELAWARE	66	0
DISTRICT OF COLUMBIA	18	7
FLORIDA	.	.
GEORGIA	70	9
HAWAII	2	0
IDAHO	0	0
ILLINOIS	98	6
INDIANA	75	27
IOWA	2	0
KANSAS	5	6
KENTUCKY	3	0
LOUISIANA	173	4
MAINE	0	0
MARYLAND	4	0
MASSACHUSETTS	30	3
MICHIGAN	7	7
MINNESOTA	0	0
MISSISSIPPI	110	0
MISSOURI	135	0
MONTANA	0	0
NEBRASKA	5	0
NEVADA	36	0
NEW HAMPSHIRE	0	0
NEW JERSEY	30	.
NEW MEXICO	1	0
NEW YORK	21	6
NORTH CAROLINA	.	.
NORTH DAKOTA	0	0
OHIO	59	0
OKLAHOMA	47	0
OREGON	28	1
PENNSYLVANIA	51	4
PUERTO RICO	0	0
RHODE ISLAND	0	0
SOUTH CAROLINA	664	8
SOUTH DAKOTA	0	0
TENNESSEE	79	17
TEXAS	640	4
UTAH	0	0
VERMONT	.	.
VIRGINIA	11	0
WASHINGTON	.	.
WEST VIRGINIA	2	0
WISCONSIN	7	.
WYOMING	1	2
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	6	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	3,177	464
50 STATES, D.C. & P.R.	3,171	464

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Table AE3

Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year by Race/Ethnicity

HISPANIC

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	5	0
ARIZONA	125	18
ARKANSAS	3	0
CALIFORNIA	926	233
COLORADO	74	265
CONNECTICUT	7	.
DELAWARE	5	0
DISTRICT OF COLUMBIA	1	0
FLORIDA	.	.
GEORGIA	9	0
HAWAII	3	0
IDAHO	4	0
ILLINOIS	12	2
INDIANA	6	3
IOWA	4	0
KANSAS	2	4
KENTUCKY	0	0
LOUISIANA	0	0
MAINE	2	0
MARYLAND	78	32
MASSACHUSETTS	53	13
MICHIGAN	7	37
MINNESOTA	2	0
MISSISSIPPI	0	0
MISSOURI	8	0
MONTANA	1	1
NEBRASKA	8	0
NEVADA	19	0
NEW HAMPSHIRE	0	0
NEW JERSEY	3	.
NEW MEXICO	52	0
NEW YORK	8	0
NORTH CAROLINA	.	.
NORTH DAKOTA	0	0
OHIO	1	0
OKLAHOMA	17	0
OREGON	21	13
PENNSYLVANIA	3	4
PUERTO RICO	0	0
RHODE ISLAND	0	0
SOUTH CAROLINA	16	0
SOUTH DAKOTA	0	0
TENNESSEE	6	0
TEXAS	1,603	12
UTAH	34	0
VERMONT	.	.
VIRGINIA	1	0
WASHINGTON	.	.
WEST VIRGINIA	0	0
WISCONSIN	3	.
WYOMING	0	2
AMERICAN SAMOA	0	0
GUAM	0	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	1	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	3,133	639
50 STATES, D.C. & P.R.	3,132	639

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Table AE3
Number of Children with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year by Race/Ethnicity

WHITE

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	42	.
ALASKA	119	8
ARIZONA	103	16
ARKANSAS	75	0
CALIFORNIA	803	201
COLORADO	104	147
CONNECTICUT	23	4
DELAWARE	45	0
DISTRICT OF COLUMBIA	0	0
FLORIDA	.	.
GEORGIA	97	3
HAWAII	11	0
IDAHO	26	1
ILLINOIS	210	31
INDIANA	269	82
IOWA	67	8
KANSAS	28	28
KENTUCKY	40	1
LOUISIANA	72	0
MAINE	66	3
MARYLAND	1	0
MASSACHUSETTS	83	12
MICHIGAN	126	4
MINNESOTA	33	6
MISSISSIPPI	75	0
MISSOURI	300	0
MONTANA	8	5
NEBRASKA	60	0
NEVADA	96	0
NEW HAMPSHIRE	5	1
NEW JERSEY	48	.
NEW MEXICO	47	0
NEW YORK	29	20
NORTH CAROLINA	.	.
NORTH DAKOTA	8	2
OHIO	94	0
OKLAHOMA	155	0
OREGON	232	55
PENNSYLVANIA	180	14
PUERTO RICO	0	0
RHODE ISLAND	2	0
SOUTH CAROLINA	568	6
SOUTH DAKOTA	11	0
TENNESSEE	147	17
TEXAS	1,396	18
UTAH	134	1
VERMONT	.	.
VIRGINIA	22	0
WASHINGTON	.	.
WEST VIRGINIA	5	1
WISCONSIN	69	.
WYOMING	18	23
AMERICAN SAMOA	0	0
GUAM	1	0
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	0	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	6,153	718
50 STATES, D.C. & P.R.	6,152	718

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Table AE4

Percentage of Children (Based on Child Count) with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year by Race/Ethnicity

AMERICAN INDIAN/ALASKA NATIVE

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	0.51	0.02
ARIZONA	0.73	0.13
ARKANSAS	0.54	0.00
CALIFORNIA	0.60	0.14
COLORADO	0.33	1.21
CONNECTICUT	.	.
DELAWARE	0.00	0.00
DISTRICT OF COLUMBIA	.	.
FLORIDA	.	.
GEORGIA	0.00	0.00
HAWAII	0.00	0.00
IDAHO	1.13	0.00
ILLINOIS	0.00	0.00
INDIANA	0.45	0.45
IOWA	0.00	0.00
KANSAS	0.00	0.16
KENTUCKY	0.00	0.00
LOUISIANA	0.18	0.00
MAINE	0.72	0.72
MARYLAND	0.49	0.00
MASSACHUSETTS	.	0.00
MICHIGAN	0.28	0.00
MINNESOTA	0.15	0.00
MISSISSIPPI	0.00	0.00
MISSOURI	0.40	0.00
MONTANA	0.11	0.25
NEBRASKA	0.45	0.00
NEVADA	0.00	0.00
NEW HAMPSHIRE	0.00	0.00
NEW JERSEY	0.38	.
NEW MEXICO	1.21	0.00
NEW YORK	0.00	0.00
NORTH CAROLINA	.	.
NORTH DAKOTA	0.45	0.00
OHIO	0.30	0.00
OKLAHOMA	0.25	0.00
OREGON	0.62	0.34
PENNSYLVANIA	0.93	0.00
PUERTO RICO	0.00	0.00
RHODE ISLAND	0.00	0.00
SOUTH CAROLINA	1.57	0.00
SOUTH DAKOTA	0.17	0.00
TENNESSEE	10.08	0.00
TEXAS	0.84	0.06
UTAH	0.61	0.13
VERMONT	.	.
VIRGINIA	0.34	0.00
WASHINGTON	.	.
WEST VIRGINIA	0.00	0.00
WISCONSIN	0.21	.
WYOMING	0.58	0.19
AMERICAN SAMOA	.	.
GUAM	0.00	0.00
NORTHERN MARIANAS	.	.
PALAU	.	.
VIRGIN ISLANDS	.	.
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.48	0.08
50 STATES, D.C. & P.R.	0.48	0.08

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Table AE4

Percentage of Children (Based on Child Count) with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year by Race/Ethnicity

ASIAN/PACIFIC ISLANDER

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	1.34	0.00
ARIZONA	0.54	0.00
ARKANSAS	0.44	0.00
CALIFORNIA	0.18	0.04
COLORADO	0.19	0.77
CONNECTICUT	0.15	.
DELAWARE	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00
FLORIDA	.	.
GEORGIA	0.09	0.00
HAWAII	0.73	0.00
IDAHO	0.86	0.00
ILLINOIS	0.07	0.00
INDIANA	0.25	0.25
IOWA	0.20	0.00
KANSAS	0.00	0.00
KENTUCKY	0.00	0.00
LOUISIANA	0.00	0.00
MAINE	0.00	0.00
MARYLAND	7.12	0.39
MASSACHUSETTS	0.09	0.00
MICHIGAN	0.10	0.12
MINNESOTA	0.04	0.00
MISSISSIPPI	0.00	0.00
MISSOURI	0.21	0.00
MONTANA	0.00	0.00
NEBRASKA	0.00	0.00
NEVADA	0.37	0.00
NEW HAMPSHIRE	0.00	0.00
NEW JERSEY	0.00	.
NEW MEXICO	0.00	0.00
NEW YORK	0.00	0.00
NORTH CAROLINA	.	.
NORTH DAKOTA	0.00	0.00
OHIO	0.00	0.00
OKLAHOMA	0.00	0.00
OREGON	0.30	0.00
PENNSYLVANIA	0.06	0.00
PUERTO RICO	0.00	0.00
RHODE ISLAND	0.00	0.00
SOUTH CAROLINA	0.00	0.00
SOUTH DAKOTA	0.00	0.00
TENNESSEE	0.00	0.00
TEXAS	0.34	.
UTAH	0.24	0.00
VERMONT	.	.
VIRGINIA	0.04	0.00
WASHINGTON	.	.
WEST VIRGINIA	0.00	0.00
WISCONSIN	0.00	.
WYOMING	0.00	0.00
AMERICAN SAMOA	0.00	0.00
GUAM	0.91	0.00
NORTHERN MARIANAS	0.00	0.00
PALAU	0.00	0.00
VIRGIN ISLANDS	.	.
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.36	0.04
50 STATES, D.C. & P.R.	0.36	0.04

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Table AE4

Percentage of Children (Based on Child Count) with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year by Race/Ethnicity

BLACK

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	0.03	.
ALASKA	1.64	0.00
ARIZONA	0.66	0.04
ARKANSAS	0.20	0.00
CALIFORNIA	0.72	0.18
COLORADO	0.48	3.72
CONNECTICUT	0.02	0.01
DELAWARE	1.05	0.00
DISTRICT OF COLUMBIA	0.24	0.09
FLORIDA	.	.
GEORGIA	0.12	0.01
HAWAII	0.40	0.00
IDAHO	0.00	0.00
ILLINOIS	0.15	0.01
INDIANA	0.42	0.15
IOWA	0.05	0.00
KANSAS	0.08	0.10
KENTUCKY	0.03	0.00
LOUISIANA	0.35	0.01
MAINE	0.00	0.00
MARYLAND	0.01	0.00
MASSACHUSETTS	0.18	0.02
MICHIGAN	0.02	0.02
MINNESOTA	0.00	0.00
MISSISSIPPI	0.33	0.00
MISSOURI	0.53	0.00
MONTANA	0.00	0.00
NEBRASKA	0.12	0.00
NEVADA	0.72	0.00
NEW HAMPSHIRE	0.00	0.00
NEW JERSEY	0.07	.
NEW MEXICO	0.06	0.00
NEW YORK	0.02	0.01
NORTH CAROLINA	.	.
NORTH DAKOTA	0.00	0.00
OHIO	0.14	0.00
OKLAHOMA	0.43	0.00
OREGON	1.33	0.05
PENNSYLVANIA	0.15	0.01
PUERTO RICO	0.00	0.00
RHODE ISLAND	0.00	0.00
SOUTH CAROLINA	1.36	0.02
SOUTH DAKOTA	0.00	0.00
TENNESSEE	0.25	0.05
TEXAS	0.76	0.00
UTAH	0.00	0.00
VERMONT	.	.
VIRGINIA	0.03	0.00
WASHINGTON	.	.
WEST VIRGINIA	0.09	0.00
WISCONSIN	0.05	.
WYOMING	0.54	1.08
AMERICAN SAMOA	.	.
GUAM	0.00	0.00
NORTHERN MARIANAS	.	.
PALAU	0.00	0.00
VIRGIN ISLANDS	.	.
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.31	0.05
50 STATES, D.C. & P.R.	0.31	0.05

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Table AE4
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HISPANIC

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	.	.
ALASKA	0.99	0.00
ARIZONA	0.46	0.07
ARKANSAS	0.37	0.00
CALIFORNIA	0.38	0.10
COLORADO	0.48	1.73
CONNECTICUT	0.07	.
DELAWARE	0.63	0.00
DISTRICT OF COLUMBIA	0.37	0.00
FLORIDA	.	.
GEORGIA	0.27	0.00
HAWAII	0.42	0.00
IDAHO	0.14	0.00
ILLINOIS	0.04	0.01
INDIANA	0.24	0.12
IOWA	0.24	0.00
KANSAS	0.06	0.11
KENTUCKY	0.00	0.00
LOUISIANA	0.00	0.00
MAINE	0.85	0.00
MARYLAND	2.03	0.83
MASSACHUSETTS	0.31	0.08
MICHIGAN	0.13	0.67
MINNESOTA	0.07	0.00
MISSISSIPPI	0.00	0.00
MISSOURI	0.61	0.00
MONTANA	0.69	0.69
NEBRASKA	0.33	0.00
NEVADA	0.32	0.00
NEW HAMPSHIRE	0.00	0.00
NEW JERSEY	0.01	.
NEW MEXICO	0.20	0.00
NEW YORK	0.01	0.00
NORTH CAROLINA	.	.
NORTH DAKOTA	0.00	0.00
OHIO	0.03	0.00
OKLAHOMA	0.56	0.00
OREGON	0.43	0.26
PENNSYLVANIA	0.03	0.04
PUERTO RICO	0.00	0.00
RHODE ISLAND	0.00	0.00
SOUTH CAROLINA	2.35	0.00
SOUTH DAKOTA	0.00	0.00
TENNESSEE	0.77	0.00
TEXAS	0.94	0.01
UTAH	0.74	0.00
VERMONT	.	.
VIRGINIA	0.01	0.00
WASHINGTON	.	.
WEST VIRGINIA	0.00	0.00
WISCONSIN	0.08	.
WYOMING	0.00	0.21
AMERICAN SAMOA	.	.
GUAM	0.00	0.00
NORTHERN MARIANAS	.	.
PALAU	.	.
VIRGIN ISLANDS	.	.
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.40	0.09
50 STATES, D.C. & P.R.	0.40	0.09

Data for the 1998-99 school year, updated as of September 25, 2000.
Some discipline data categories were optional in 1998 and are not reported here. Also, given concerns about the validity of the data on the number of acts committed, these data are not reported here.
Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses or removed from the current educational placement based on a hearing officer determination regarding likely injury.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AE4

Percentage of Children (Based on Child Count) with Disabilities Subject to Unilateral Removal by School Personnel for Drug or Weapon Offenses or Removal Based on a Hearing Officer Determination Regarding Likely Injury, During the 1998-99 School Year by Race/Ethnicity

WHITE

STATE	REMOVAL BY SCHOOL PERSONNEL	REMOVAL BY HEARING OFFICER
ALABAMA	0.07	.
ALASKA	1.18	0.08
ARIZONA	0.21	0.03
ARKANSAS	0.18	0.00
CALIFORNIA	0.30	0.08
COLORADO	0.20	0.28
CONNECTICUT	0.04	0.01
DELAWARE	0.50	0.00
DISTRICT OF COLUMBIA	0.00	0.00
FLORIDA	.	.
GEORGIA	0.11	0.00
HAWAII	0.27	0.00
IDAHO	0.11	0.00
ILLINOIS	0.11	0.02
INDIANA	0.21	0.07
IOWA	0.10	0.01
KANSAS	0.06	0.06
KENTUCKY	0.05	0.00
LOUISIANA	0.16	0.00
MAINE	0.20	0.01
MARYLAND	0.00	0.00
MASSACHUSETTS	0.06	0.01
MICHIGAN	0.08	0.00
MINNESOTA	0.04	0.01
MISSISSIPPI	0.27	0.00
MISSOURI	0.29	0.00
MONTANA	0.05	0.03
NEBRASKA	0.17	0.00
NEVADA	0.46	0.00
NEW HAMPSHIRE	0.02	0.00
NEW JERSEY	0.04	.
NEW MEXICO	0.25	0.00
NEW YORK	0.01	0.01
NORTH CAROLINA	.	.
NORTH DAKOTA	0.07	0.02
OHIO	0.05	0.00
OKLAHOMA	0.28	0.00
OREGON	0.38	0.09
PENNSYLVANIA	0.10	0.01
PUERTO RICO	0.00	0.00
RHODE ISLAND	0.01	0.00
SOUTH CAROLINA	1.16	0.01
SOUTH DAKOTA	0.09	0.00
TENNESSEE	0.15	0.02
TEXAS	0.62	0.01
UTAH	0.28	0.00
VERMONT	.	.
VIRGINIA	0.02	0.00
WASHINGTON	.	.
WEST VIRGINIA	0.01	0.00
WISCONSIN	0.07	.
WYOMING	0.15	0.20
AMERICAN SAMOA	.	.
GUAM	2.17	0.00
NORTHERN MARIANAS	0.00	0.00
PALAU	.	.
VIRGIN ISLANDS	.	.
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	0.18	0.02
50 STATES, D.C. & P.R.	0.18	0.02

Data for the 1998-99 school year, updated as of September 25, 2000.
Some discipline data categories were optional in 1998 and are not reported here. Also, given concerns about the validity of the data on the number of acts committed, these data are not reported here. Children are reported only once within each column. However, children may be reported more than once across columns, if, based on two or more incidents, they were subject to unilateral removal for drug or weapon offenses or removed from the current educational placement based on a hearing officer determination regarding likely injury.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF1

Estimated Resident Population for Children Ages 3-21

STATE	NUMBER 1989-90	 1998-99	 1999-2000	CHANGE IN NUMBER 1999-2000 LESS 1989-90	 1999-2000 LESS 1998-99	PERCENTAGE CHANGE IN NUMBER 1999-2000 LESS 1989-90	 1999-2000 LESS 1998-99
ALABAMA	1,189,000	1,167,765	1,152,559	-36,441	-15,206	-3.06	-1.30
ALASKA	168,000	205,601	211,223	43,223	5,622	25.73	2.73
ARIZONA	1,003,000	1,309,917	1,378,185	375,185	68,268	37.41	5.21
ARKANSAS	693,000	699,195	704,519	11,519	5,324	1.66	0.76
CALIFORNIA	7,870,000	9,260,614	9,392,212	1,522,212	131,598	19.34	1.42
COLORADO	909,000	1,102,056	1,130,418	221,418	28,362	24.36	2.57
CONNECTICUT	807,000	819,287	851,871	44,871	32,584	5.56	3.98
DELAWARE	179,000	189,738	193,528	14,528	3,790	8.12	2.00
DISTRICT OF COLUMBIA	143,000	109,400	104,480	-38,520	-4,920	-26.94	-4.50
FLORIDA	3,006,000	3,683,137	3,730,926	724,926	47,789	24.12	1.30
GEORGIA	1,903,000	2,126,029	2,163,825	260,825	37,796	13.71	1.78
HAWAII	305,000	320,701	313,124	8,124	-7,577	2.66	-2.36
IDAHO	321,000	383,464	383,701	62,701	237	19.53	0.06
ILLINOIS	3,150,000	3,331,502	3,343,007	193,007	11,505	6.13	0.35
INDIANA	1,575,000	1,617,244	1,629,585	54,585	12,341	3.47	0.76
IOWA	765,000	786,126	785,847	20,847	-279	2.73	-0.04
KANSAS	694,000	749,493	754,187	60,187	4,694	8.67	0.63
KENTUCKY	1,055,000	1,071,475	1,052,637	-2,363	-18,838	-0.22	-1.76
LOUISIANA	1,334,000	1,296,134	1,295,120	-38,880	-1,014	-2.91	-0.08
MAINE	329,000	318,600	317,909	-11,091	-691	-3.37	-0.22
MARYLAND	1,225,000	1,341,405	1,365,966	140,966	24,561	11.51	1.83
MASSACHUSETTS	1,448,000	1,521,216	1,536,942	88,942	15,726	6.14	1.03
MICHIGAN	2,619,000	2,719,948	2,735,625	116,625	15,677	4.45	0.58
MINNESOTA	1,190,000	1,340,862	1,359,759	169,759	18,897	14.27	1.41
MISSISSIPPI	823,000	818,793	814,687	-8,313	-4,106	-1.01	-0.50
MISSOURI	1,386,000	1,499,753	1,499,294	113,294	-459	8.17	-0.03
MONTANA	230,000	248,620	248,240	18,240	-380	7.93	-0.15
NEBRASKA	449,000	479,349	479,668	30,668	319	6.83	0.07
NEVADA	284,000	472,906	497,296	213,296	24,390	75.10	5.16
NEW HAMPSHIRE	299,000	313,510	320,617	21,617	7,107	7.23	2.27
NEW JERSEY	1,943,000	2,067,125	2,080,620	137,620	13,495	7.08	0.65
NEW MEXICO	467,000	532,499	525,445	58,445	-7,054	12.51	-1.32
NEW YORK	4,609,000	4,710,492	4,675,062	66,062	-35,430	1.43	-0.75
NORTH CAROLINA	1,789,000	2,017,131	2,036,436	247,436	19,305	13.83	0.96
NORTH DAKOTA	189,000	180,570	179,044	-9,956	-1,526	-5.27	-0.85
OHIO	3,011,000	3,037,470	3,046,281	35,281	8,811	1.17	0.29
OKLAHOMA	916,000	945,564	947,331	31,331	1,767	3.42	0.19
OREGON	740,000	879,730	883,907	143,907	4,177	19.45	0.47
PENNSYLVANIA	3,059,000	3,057,047	3,054,267	-4,733	-2,780	-0.15	-0.09
PUERTO RICO	.	1,221,051	1,219,528	.	-1,523	.	-0.12
RHODE ISLAND	249,000	251,130	255,138	6,138	4,008	2.47	1.60
SOUTH CAROLINA	1,026,000	1,036,799	1,036,491	10,491	-308	1.02	-0.03
SOUTH DAKOTA	204,000	219,549	217,333	13,333	-2,216	6.54	-1.01
TENNESSEE	1,354,000	1,421,544	1,429,128	75,128	7,584	5.55	0.53
TEXAS	5,129,000	5,879,084	5,988,835	859,835	109,751	16.76	1.87
UTAH	644,000	755,133	758,889	114,889	3,756	17.84	0.50
VERMONT	155,000	154,339	153,350	-1,650	-989	-1.06	-0.64
VIRGINIA	1,608,000	1,765,044	1,791,285	183,285	26,241	11.40	1.49
WASHINGTON	1,283,000	1,568,524	1,589,522	306,522	20,998	23.89	1.34
WEST VIRGINIA	514,000	457,283	451,573	-62,427	-5,710	-12.15	-1.25
WISCONSIN	1,337,000	1,460,937	1,464,398	127,398	3,461	9.53	0.24
WYOMING	144,000	144,282	142,393	-1,607	-1,889	-1.12	-1.31
AMERICAN SAMOA	.	27,434	28,177	.	743	.	2.71
GUAM	.	54,004	55,789	.	1,785	.	3.31
NORTHERN MARIANAS	.	18,745	19,477	.	732	.	3.91
PALAU	.	5,770	.	.	.	.	.
VIRGIN ISLANDS	.	39,542	41,413	.	1,871	.	4.73
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	67,721,000	75,211,662	75,818,069	8,097,069	606,407	11.96	0.81
50 STATES AND D.C.	67,721,000	73,845,116	74,453,685	6,732,685	608,569	9.94	0.82

Resident population data are provided from the Population Estimates Program, Population Division.
Population figures are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the Outlying Areas are projections from the Census Bureau, International Programs Center.
Data as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF2

Estimated Resident Population for Children Birth Through Age 2

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1989-90	1998-99	1999-2000	1999-2000 LESS 1989-90	1999-2000 LESS 1998-99	1999-2000 LESS 1989-90	1999-2000 LESS 1998-99
ALABAMA	172,744	176,418	175,917	3,173	-501	1.84	-0.28
ALASKA	34,416	29,254	29,390	-5,026	136	-14.60	0.46
ARIZONA	179,184	221,779	231,514	52,330	9,735	29.20	4.39
ARKANSAS	100,124	105,303	106,670	6,546	1,367	6.54	1.30
CALIFORNIA	1,444,490	1,510,466	1,484,465	39,975	-26,001	2.77	-1.72
COLORADO	156,209	167,378	173,797	17,588	6,419	11.26	3.84
CONNECTICUT	138,408	125,129	129,028	-9,380	3,899	-6.78	3.12
DELAWARE	29,252	29,478	30,304	1,052	826	3.60	2.80
DISTRICT OF COLUMBIA	24,328	17,842	16,494	-7,834	-1,348	-32.20	-7.56
FLORIDA	510,346	566,976	570,314	59,968	3,338	11.75	0.59
GEORGIA	299,282	342,836	352,890	53,608	10,054	17.91	2.93
HAWAII	51,685	49,331	48,150	-3,535	-1,181	-6.84	-2.39
IDAHO	47,909	54,824	55,817	7,908	993	16.51	1.81
ILLINOIS	514,941	525,754	522,033	7,092	-3,721	1.38	-0.71
INDIANA	237,607	244,998	247,416	9,809	2,418	4.13	0.99
IOWA	114,421	108,278	108,902	-5,519	624	-4.82	0.58
KANSAS	114,326	108,931	110,965	-3,361	2,034	-2.94	1.87
KENTUCKY	150,328	156,625	155,526	5,198	-1,099	3.46	-0.70
LOUISIANA	210,019	187,711	190,503	-19,516	2,792	-9.29	1.49
MAINE	50,928	39,644	39,977	-10,951	333	-21.50	0.84
MARYLAND	215,123	203,711	207,292	-7,831	3,581	-3.64	1.76
MASSACHUSETTS	250,145	233,102	234,937	-15,208	1,835	-6.08	0.79
MICHIGAN	419,844	388,524	388,770	-31,074	246	-7.40	0.06
MINNESOTA	199,537	189,163	191,692	-7,845	2,529	-3.93	1.34
MISSISSIPPI	118,864	120,448	122,389	3,525	1,941	2.97	1.61
MISSOURI	221,698	216,559	217,262	-4,436	703	-2.00	0.32
MONTANA	36,364	31,304	31,407	-4,957	103	-13.63	0.33
NEBRASKA	72,102	68,528	68,549	-3,553	21	-4.93	0.03
NEVADA	52,553	81,257	85,745	33,192	4,488	63.16	5.52
NEW HAMPSHIRE	50,231	43,008	43,559	-6,672	551	-13.28	1.28
NEW JERSEY	329,114	322,197	322,104	-7,010	-93	-2.13	-0.03
NEW MEXICO	78,137	78,873	78,957	820	84	1.05	0.11
NEW YORK	771,018	737,787	721,406	-49,612	-16,381	-6.43	-2.22
NORTH CAROLINA	275,215	315,247	322,930	47,715	7,683	17.34	2.44
NORTH DAKOTA	30,057	24,009	23,200	-6,857	-809	-22.81	-3.37
OHIO	472,792	440,737	441,110	-31,682	373	-6.70	0.08
OKLAHOMA	139,942	138,357	142,171	2,229	3,814	1.59	2.76
OREGON	117,990	129,648	131,502	13,512	1,854	11.45	1.43
PENNSYLVANIA	480,536	420,959	420,686	-59,850	-273	-12.45	-0.06
PUERTO RICO	.	190,376	184,368	.	-6,008	.	-3.16
RHODE ISLAND	41,086	36,694	36,774	-4,312	80	-10.50	0.22
SOUTH CAROLINA	155,276	151,500	153,599	-1,677	2,099	-1.08	1.39
SOUTH DAKOTA	33,676	29,897	29,625	-4,051	-272	-12.03	-0.91
TENNESSEE	200,203	216,285	221,831	21,628	5,546	10.80	2.56
TEXAS	852,069	974,795	991,315	139,246	16,520	16.34	1.69
UTAH	104,334	125,154	129,188	24,854	4,034	23.82	3.22
VERMONT	24,498	19,070	18,937	-5,561	-133	-22.70	-0.70
VIRGINIA	266,064	266,199	270,622	4,558	4,423	1.71	1.66
WASHINGTON	215,538	230,152	233,265	17,727	3,113	8.22	1.35
WEST VIRGINIA	65,117	57,172	59,277	-5,840	2,105	-8.97	3.68
WISCONSIN	215,450	196,296	196,473	-18,977	177	-8.81	0.09
WYOMING	21,998	18,346	18,031	-3,967	-315	-18.03	-1.72
AMERICAN SAMOA	.	5,052	5,039	.	-13	.	-0.26
GUAM	.	11,464	12,430	.	966	.	8.43
NORTHERN MARIANAS	.	3,871	3,982	.	111	.	2.87
PALAU	.	1,096	.	.	.	.	.
VIRGIN ISLANDS	.	5,789	6,160	.	371	.	6.41
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	11,107,518	11,491,581	11,546,656	439,138	55,075	3.95	0.48
50 STATES AND D.C.	11,107,518	11,273,933	11,334,677	227,159	60,744	2.05	0.54

Resident population data are provided from the Population Estimates Program, Population Division.
Population figures are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the Outlying Areas are projections from the Census Bureau, International Programs Center.
Data as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF3

Estimated Resident Population for Children Ages 3-5

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
STATE	1989-90	1998-99	1999-2000	1999-2000 LESS 1989-90	1999-2000 LESS 1998-99	1999-2000 LESS 1989-90	1999-2000 LESS 1998-99
ALABAMA	179,000	178,728	173,675	-5,325	-5,053	-2.97	-2.83
ALASKA	34,000	30,682	30,857	-3,143	175	-9.24	0.57
ARIZONA	177,000	219,952	230,827	53,827	10,875	30.41	4.94
ARKANSAS	106,000	104,654	106,372	372	1,718	0.35	1.64
CALIFORNIA	1,412,000	1,599,138	1,544,584	132,584	-54,554	9.39	-3.41
COLORADO	158,000	168,945	171,449	13,449	2,504	8.51	1.48
CONNECTICUT	131,000	130,446	134,817	3,817	4,371	2.91	3.35
DELAWARE	29,000	29,782	29,907	907	125	3.13	0.42
DISTRICT OF COLUMBIA	27,000	19,025	16,826	-10,174	-2,199	-37.68	-11.56
FLORIDA	513,000	591,306	579,181	66,181	-12,125	12.90	-2.05
GEORGIA	299,000	339,749	341,427	42,427	1,678	14.19	0.49
HAWAII	52,000	52,698	49,330	-2,670	-3,368	-5.13	-6.39
IDAHO	50,000	55,905	55,455	5,455	-450	10.91	-0.80
ILLINOIS	506,000	548,958	539,038	33,038	-9,920	6.53	-1.81
INDIANA	236,000	249,013	250,449	14,449	1,436	6.12	0.58
IOWA	117,000	111,697	111,477	-5,523	-220	-4.72	-0.20
KANSAS	116,000	109,908	109,976	-6,024	68	-5.19	0.06
KENTUCKY	152,000	160,955	156,231	4,231	-4,724	2.78	-2.93
LOUISIANA	224,000	189,229	187,777	-36,223	-1,452	-16.17	-0.77
MAINE	51,000	42,096	41,417	-9,583	-679	-18.79	-1.61
MARYLAND	205,000	212,774	211,620	6,620	-1,154	3.23	-0.54
MASSACHUSETTS	235,000	242,128	238,510	3,510	-3,618	1.49	-1.49
MICHIGAN	404,000	406,565	403,353	-647	-3,212	-0.16	-0.79
MINNESOTA	197,000	194,307	196,003	-997	1,696	-0.51	0.87
MISSISSIPPI	125,000	123,105	121,230	-3,770	-1,875	-3.02	-1.52
MISSOURI	222,000	223,355	220,051	-1,949	-3,304	-0.88	-1.48
MONTANA	38,000	32,964	32,736	-5,264	-228	-13.85	-0.69
NEBRASKA	73,000	69,171	69,456	-3,544	285	-4.85	0.41
NEVADA	49,000	82,258	85,464	36,464	3,206	74.42	3.90
NEW HAMPSHIRE	48,000	45,820	46,152	-1,848	332	-3.85	0.72
NEW JERSEY	309,000	340,794	335,041	26,041	-5,753	8.43	-1.69
NEW MEXICO	81,000	82,584	79,312	-1,688	-3,272	-2.08	-3.96
NEW YORK	745,000	779,578	748,516	3,516	-31,062	0.47	-3.98
NORTH CAROLINA	269,000	321,709	318,584	49,584	-3,125	18.43	-0.97
NORTH DAKOTA	31,000	24,225	24,299	-6,701	74	-21.62	0.31
OHIO	467,000	455,314	452,059	-14,941	-3,255	-3.20	-0.71
OKLAHOMA	147,000	136,645	136,290	-10,710	-355	-7.29	-0.26
OREGON	116,000	131,509	131,980	15,980	471	13.78	0.36
PENNSYLVANIA	474,000	455,266	443,973	-30,027	-11,293	-6.33	-2.48
PUERTO RICO	.	191,692	191,834	.	142	.	0.07
RHODE ISLAND	39,000	38,908	38,420	-580	-488	-1.49	-1.25
SOUTH CAROLINA	157,000	154,350	150,984	-6,016	-3,366	-3.83	-2.18
SOUTH DAKOTA	34,000	30,642	30,315	-3,685	-327	-10.84	-1.07
TENNESSEE	201,000	220,410	218,838	17,838	-1,572	8.87	-0.71
TEXAS	889,000	964,155	971,821	82,821	7,666	9.32	0.80
UTAH	107,000	116,582	120,121	13,121	3,539	12.26	3.04
VERMONT	24,000	20,861	20,105	-3,895	-756	-16.23	-3.62
VIRGINIA	256,000	273,187	272,109	16,109	-1,078	6.29	-0.39
WASHINGTON	213,000	238,187	236,660	23,660	-1,527	11.11	-0.64
WEST VIRGINIA	68,000	63,670	63,034	-4,966	-636	-7.30	-1.00
WISCONSIN	217,000	207,689	205,296	-11,704	-2,393	-5.39	-1.15
WYOMING	24,000	18,825	18,643	-5,357	-182	-22.32	-0.97
AMERICAN SAMOA	.	5,641	5,375	.	-266	.	-4.72
GUAM	.	12,122	12,225	.	103	.	0.85
NORTHERN MARIANAS	.	3,780	3,731	.	-49	.	-1.30
PALAU	.	1,087	.	.	.	.	.
VIRGIN ISLANDS	.	6,786	6,817	.	31	.	0.46
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	11,033,000	11,861,511	11,722,029	689,029	-139,482	6.25	-1.18
50 STATES AND D.C.	11,033,000	11,640,403	11,502,047	469,047	-138,356	4.25	-1.19

Resident population data are provided from the Population Estimates Program, Population Division.
Population figures are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the Outlying Areas are projections from the Census Bureau, International Programs Center.
Data as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF4

Estimated Resident Population for Children Ages 6-17

STATE	NUMBER 1989-90	NUMBER 1998-99	NUMBER 1999-2000	CHANGE IN NUMBER 1999-2000 LESS 1989-90	CHANGE IN NUMBER 1999-2000 LESS 1998-99	PERCENTAGE CHANGE IN NUMBER 1999-2000 LESS 1989-90	PERCENTAGE CHANGE IN NUMBER 1999-2000 LESS 1998-99
ALABAMA	752,000	728,989	716,585	-35,415	-12,404	-4.71	-1.70
ALASKA	99,000	132,325	136,578	37,578	4,253	37.96	3.21
ARIZONA	614,000	821,673	872,223	258,223	50,550	42.06	6.15
ARKANSAS	441,000	443,764	447,182	6,182	3,418	1.40	0.77
CALIFORNIA	4,771,000	5,801,768	5,894,374	1,123,374	92,606	23.55	1.60
COLORADO	550,000	704,257	720,264	170,264	16,007	30.96	2.27
CONNECTICUT	490,000	535,140	564,415	74,415	29,275	15.19	5.47
DELAWARE	109,000	119,811	122,239	13,239	2,428	12.15	2.03
DISTRICT OF COLUMBIA	83,000	66,092	61,970	-21,030	-4,122	-25.34	-6.24
FLORIDA	1,820,000	2,381,650	2,420,383	600,383	38,733	32.99	1.63
GEORGIA	1,188,000	1,339,766	1,362,568	174,568	22,802	14.69	1.70
HAWAII	181,000	196,298	191,860	10,860	-4,438	6.00	-2.26
IDAHO	208,000	240,429	239,192	31,192	-1,237	15.00	-0.51
ILLINOIS	1,950,000	2,112,620	2,120,267	170,267	7,647	8.73	0.36
INDIANA	988,000	1,023,355	1,031,126	43,126	7,771	4.36	0.76
IOWA	480,000	502,164	499,306	19,306	-2,858	4.02	-0.57
KANSAS	430,000	478,613	477,696	47,696	-917	11.09	-0.19
KENTUCKY	665,000	670,713	653,771	-11,229	-16,942	-1.69	-2.53
LOUISIANA	836,000	814,472	811,721	-24,279	-2,751	-2.90	-0.34
MAINE	203,000	209,845	209,045	6,045	-800	2.98	-0.38
MARYLAND	736,000	870,705	890,520	154,520	19,815	20.99	2.28
MASSACHUSETTS	849,000	982,473	995,107	146,107	12,634	17.21	1.29
MICHIGAN	1,629,000	1,756,526	1,769,016	140,016	12,490	8.60	0.71
MINNESOTA	737,000	875,977	884,155	147,155	8,178	19.97	0.93
MISSISSIPPI	524,000	513,322	509,247	-14,753	-4,075	-2.82	-0.79
MISSOURI	862,000	966,702	962,179	100,179	-4,523	11.62	-0.47
MONTANA	146,000	160,135	159,676	13,676	-459	9.37	-0.29
NEBRASKA	280,000	307,943	305,795	25,795	-2,148	9.21	-0.70
NEVADA	176,000	303,592	320,267	144,267	16,675	81.97	5.49
NEW HAMPSHIRE	181,000	209,782	214,725	33,725	4,943	18.63	2.36
NEW JERSEY	1,187,000	1,327,448	1,346,059	159,059	18,611	13.40	1.40
NEW MEXICO	293,000	342,753	337,343	44,343	-5,410	15.13	-1.58
NEW YORK	2,803,000	2,985,246	2,971,002	168,002	-14,244	5.99	-0.48
NORTH CAROLINA	1,091,000	1,282,818	1,299,433	208,433	16,615	19.10	1.30
NORTH DAKOTA	118,000	114,377	112,593	-5,407	-1,784	-4.58	-1.56
OHIO	1,883,000	1,947,954	1,950,902	67,902	2,948	3.61	0.15
OKLAHOMA	570,000	604,365	603,601	33,601	-764	5.89	-0.13
OREGON	465,000	564,013	564,019	99,019	6	21.29	0.00
PENNSYLVANIA	1,884,000	1,983,603	1,987,861	103,861	4,258	5.51	0.21
PUERTO RICO	.	755,730	755,602	.	-128	.	-0.02
RHODE ISLAND	149,000	162,315	165,986	16,986	3,671	11.40	2.26
SOUTH CAROLINA	638,000	653,446	651,347	13,347	-2,099	2.09	-0.32
SOUTH DAKOTA	128,000	140,398	138,097	10,097	-2,301	7.89	-1.64
TENNESSEE	849,000	894,707	900,261	51,261	5,554	6.04	0.62
TEXAS	3,183,000	3,690,250	3,756,098	573,098	65,848	18.00	1.78
UTAH	420,000	459,564	458,057	38,057	-1,507	9.06	-0.33
VERMONT	93,000	101,416	100,304	7,304	-1,112	7.85	-1.10
VIRGINIA	956,000	1,105,292	1,122,079	166,079	16,787	17.37	1.52
WASHINGTON	789,000	1,004,151	1,016,415	227,415	12,264	28.82	1.22
WEST VIRGINIA	330,000	283,412	281,170	-48,830	-2,242	-14.80	-0.79
WISCONSIN	828,000	947,059	946,499	118,499	-560	14.31	-0.06
WYOMING	91,000	92,235	90,133	-867	-2,102	-0.95	-2.28
AMERICAN SAMOA	.	17,342	18,242	.	900	.	5.19
GUAM	.	33,611	35,067	.	1,456	.	4.33
NORTHERN MARIANAS	.	10,810	11,520	.	710	.	6.57
PALAU	.	3,602	.	.	.	.	.
VIRGIN ISLANDS	.	24,675	26,958	.	2,283	.	9.25
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	41,726,000	47,803,493	48,210,100	6,484,100	406,607	15.54	0.85
50 STATES AND D.C.	41,726,000	46,957,723	47,362,711	5,636,711	404,988	13.51	0.86

Resident population data are provided from the Population Estimates Program, Population Division.
Population figures are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the Outlying Areas are projections from the Census Bureau, International Programs Center.
Data as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF5

Estimated Resident Population for Children Ages 18-21

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1989-90	1998-99	1999-2000	1999-2000 LESS 1989-90	1999-2000 LESS 1998-99	1999-2000 LESS 1989-90	1999-2000 LESS 1998-99
ALABAMA	258,000	260,048	262,299	4,299	2,251	1.67	0.87
ALASKA	35,000	42,594	43,788	8,788	1,194	25.11	2.80
ARIZONA	212,000	268,292	275,135	63,135	6,843	29.78	2.55
ARKANSAS	146,000	150,777	150,965	4,965	188	3.40	0.12
CALIFORNIA	1,687,000	1,859,708	1,953,254	266,254	93,546	15.78	5.03
COLORADO	201,000	228,854	238,705	37,705	9,851	18.76	4.30
CONNECTICUT	186,000	153,701	152,639	-33,361	-1,062	-17.94	-0.69
DELAWARE	41,000	40,145	41,382	382	1,237	0.93	3.08
DISTRICT OF COLUMBIA	33,000	24,283	25,684	-7,316	1,401	-22.17	5.77
FLORIDA	673,000	710,181	731,362	58,362	21,181	8.67	2.98
GEORGIA	416,000	446,514	459,830	43,830	13,316	10.54	2.98
HAWAII	72,000	71,705	71,934	-66	229	-0.09	0.32
IDAHO	63,000	87,130	89,054	26,054	1,924	41.36	2.21
ILLINOIS	694,000	669,924	683,702	-10,298	13,778	-1.48	2.06
INDIANA	351,000	344,876	348,010	-2,990	3,134	-0.85	0.91
IOWA	168,000	172,265	175,064	7,064	2,799	4.20	1.62
KANSAS	148,000	160,972	166,515	18,515	5,543	12.51	3.44
KENTUCKY	238,000	239,807	242,635	4,635	2,828	1.95	1.18
LOUISIANA	274,000	292,433	295,622	21,622	3,189	7.89	1.09
MAINE	75,000	66,659	67,447	-7,553	788	-10.07	1.18
MARYLAND	284,000	257,926	263,826	-20,174	5,900	-7.10	2.29
MASSACHUSETTS	364,000	296,615	303,325	-60,675	6,710	-16.67	2.26
MICHIGAN	586,000	556,857	563,256	-22,744	6,399	-3.88	1.15
MINNESOTA	256,000	270,578	279,601	23,601	9,023	9.22	3.33
MISSISSIPPI	174,000	182,366	184,210	10,210	1,844	5.87	1.01
MISSOURI	302,000	309,696	317,064	15,064	7,368	4.99	2.38
MONTANA	46,000	55,521	55,828	9,828	307	21.37	0.55
NEBRASKA	96,000	102,235	104,417	8,417	2,182	8.77	2.13
NEVADA	59,000	87,056	91,565	32,565	4,509	55.19	5.18
NEW HAMPSHIRE	70,000	57,908	59,740	-10,260	1,832	-14.66	3.16
NEW JERSEY	447,000	398,883	399,520	-47,480	637	-10.62	0.16
NEW MEXICO	93,000	107,162	108,790	15,790	1,628	16.98	1.52
NEW YORK	1,061,000	945,668	955,544	-105,456	9,876	-9.94	1.04
NORTH CAROLINA	429,000	412,604	418,419	-10,581	5,815	-2.47	1.41
NORTH DAKOTA	40,000	41,968	42,152	2,152	184	5.38	0.44
OHIO	661,000	634,202	643,320	-17,680	9,118	-2.67	1.44
OKLAHOMA	199,000	204,554	207,440	8,440	2,886	4.24	1.41
OREGON	159,000	184,208	187,908	28,908	3,700	18.18	2.01
PENNSYLVANIA	701,000	618,178	622,433	-78,567	4,255	-11.21	0.69
PUERTO RICO	.	273,629	272,092	.	-1,537	.	-0.56
RHODE ISLAND	61,000	49,907	50,732	-10,268	825	-16.83	1.65
SOUTH CAROLINA	231,000	229,003	234,160	3,160	5,157	1.37	2.25
SOUTH DAKOTA	42,000	48,509	48,921	6,921	412	16.48	0.85
TENNESSEE	304,000	306,427	310,029	6,029	3,602	1.98	1.18
TEXAS	1,057,000	1,224,679	1,260,916	203,916	36,237	19.29	2.96
UTAH	117,000	178,987	180,711	63,711	1,724	54.45	0.96
VERMONT	38,000	32,062	32,941	-5,059	879	-13.31	2.74
VIRGINIA	396,000	386,565	397,097	1,097	10,532	0.28	2.72
WASHINGTON	281,000	326,186	336,447	55,447	10,261	19.73	3.15
WEST VIRGINIA	116,000	110,201	107,369	-8,631	-2,832	-7.44	-2.57
WISCONSIN	292,000	306,189	312,603	20,603	6,414	7.06	2.09
WYOMING	29,000	33,222	33,617	4,617	395	15.92	1.19
AMERICAN SAMOA	.	4,451	4,560	.	109	.	2.45
GUAM	.	8,271	8,497	.	226	.	2.73
NORTHERN MARIANAS	.	4,155	4,226	.	71	.	1.71
PALAU	.	1,081	.	.	.	.	.
VIRGIN ISLANDS	.	8,081	7,638	.	-443	.	-5.48
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	14,962,000	15,546,658	15,885,940	923,940	339,282	6.18	2.18
50 STATES AND D.C.	14,962,000	15,246,990	15,588,927	626,927	341,937	4.19	2.24

Resident population data are provided from the Population Estimates Program, Population Division.
Population figures are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the Outlying Areas are projections from the Census Bureau, International Programs Center.
Data as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF6

Estimated Resident Population (Number) for Children Ages Birth Through 2 by Race/Ethnicity for the 1999-2000 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	362	1,524	53,926	4,045	116,838
ALASKA	7,192	1,320	1,157	2,533	17,824
ARIZONA	13,612	4,578	6,038	91,332	118,225
ARKANSAS	755	1,148	21,379	4,519	79,503
CALIFORNIA	5,405	157,830	83,837	774,557	539,351
COLORADO	1,116	5,204	6,350	47,184	116,578
CONNECTICUT	260	4,696	13,050	23,157	90,250
DELAWARE	33	783	6,870	2,364	20,620
DISTRICT OF COLUMBIA	12	332	11,359	2,299	2,661
FLORIDA	1,639	12,531	115,680	114,154	332,531
GEORGIA	533	8,889	111,591	22,573	213,736
HAWAII	256	30,681	1,168	21,180	9,858
IDAHO	627	731	193	7,946	46,667
ILLINOIS	504	19,894	91,832	104,290	315,565
INDIANA	325	3,226	23,758	12,385	209,413
IOWA	491	2,447	2,890	5,806	98,477
KANSAS	762	2,688	7,179	12,908	88,769
KENTUCKY	194	1,463	12,459	3,401	138,732
LOUISIANA	783	2,843	74,550	7,675	106,014
MAINE	300	564	187	910	38,310
MARYLAND	573	9,900	67,628	16,279	117,876
MASSACHUSETTS	589	17,615	23,651	38,603	163,037
MICHIGAN	2,002	9,405	63,467	25,810	292,723
MINNESOTA	3,137	9,167	9,001	12,370	162,695
MISSISSIPPI	592	1,097	53,443	2,141	65,622
MISSOURI	630	3,443	29,958	8,210	176,810
MONTANA	3,698	299	75	1,481	26,003
NEBRASKA	1,041	1,423	3,273	6,113	57,368
NEVADA	1,088	4,458	5,855	25,123	51,450
NEW HAMPSHIRE	85	665	254	1,579	41,282
NEW JERSEY	374	25,626	52,116	69,314	187,325
NEW MEXICO	8,731	1,012	1,025	44,081	24,588
NEW YORK	1,555	48,204	110,737	189,320	395,418
NORTH CAROLINA	4,942	6,650	76,664	18,839	219,149
NORTH DAKOTA	2,259	322	257	794	19,737
OHIO	798	7,103	61,574	16,830	358,549
OKLAHOMA	13,330	2,462	12,749	12,468	102,387
OREGON	1,757	6,019	2,327	19,663	104,742
PENNSYLVANIA	623	10,277	51,297	27,678	336,085
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	312	1,291	1,895	5,687	28,204
SOUTH CAROLINA	327	1,783	50,916	4,792	96,719
SOUTH DAKOTA	4,547	334	236	877	23,782
TENNESSEE	335	3,204	45,427	6,260	168,174
TEXAS	1,619	26,936	101,759	453,666	420,859
UTAH	1,654	4,055	660	15,190	109,710
VERMONT	8	225	50	328	18,445
VIRGINIA	555	12,872	59,010	23,203	181,305
WASHINGTON	4,416	17,386	8,506	37,331	173,703
WEST VIRGINIA	18	235	1,136	667	57,346
WISCONSIN	2,088	5,437	15,314	13,763	163,024
WYOMING	598	130	154	2,118	15,092
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	99,442	502,407	1,555,867	2,365,796	7,059,131
50 STATES, D.C. & P.R.	99,442	502,407	1,555,867	2,365,796	7,059,131

Population counts are July estimates from the U.S. Census Bureau.

Race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.

Data as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF6

Estimated Resident Population (Percent) for Children Ages Birth Through 2 by Race/Ethnicity for the 1999-2000 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.20	0.86	30.52	2.29	66.12
ALASKA	23.95	4.40	3.85	8.44	59.36
ARIZONA	5.82	1.96	2.58	39.07	50.57
ARKANSAS	0.70	1.07	19.92	4.21	74.09
CALIFORNIA	0.35	10.11	5.37	49.62	34.55
COLORADO	0.63	2.95	3.60	26.74	66.08
CONNECTICUT	0.20	3.57	9.93	17.62	68.68
DELAWARE	0.11	2.55	22.40	7.71	67.23
DISTRICT OF COLUMBIA	0.07	1.99	68.17	13.80	15.97
FLORIDA	0.28	2.17	20.06	19.80	57.68
GEORGIA	0.15	2.49	31.23	6.32	59.82
HAWAII	0.41	48.59	1.85	33.54	15.61
IDAHO	1.12	1.30	0.34	14.15	83.09
ILLINOIS	0.09	3.74	17.26	19.60	59.31
INDIANA	0.13	1.30	9.54	4.97	84.07
IOWA	0.45	2.22	2.62	5.27	89.43
KANSAS	0.68	2.39	6.39	11.49	79.04
KENTUCKY	0.12	0.94	7.97	2.18	88.79
LOUISIANA	0.41	1.48	38.86	4.00	55.25
MAINE	0.74	1.40	0.46	2.26	95.13
MARYLAND	0.27	4.66	31.86	7.67	55.53
MASSACHUSETTS	0.24	7.23	9.71	15.85	66.96
MICHIGAN	0.51	2.39	16.13	6.56	74.41
MINNESOTA	1.60	4.67	4.58	6.30	82.85
MISSISSIPPI	0.48	0.89	43.49	1.74	53.40
MISSOURI	0.29	1.57	13.68	3.75	80.72
MONTANA	11.72	0.95	0.24	4.69	82.40
NEBRASKA	1.50	2.06	4.73	8.83	82.88
NEVADA	1.24	5.07	6.66	28.56	58.48
NEW HAMPSHIRE	0.19	1.52	0.58	3.60	94.11
NEW JERSEY	0.11	7.66	15.57	20.71	55.96
NEW MEXICO	10.99	1.27	1.29	55.49	30.95
NEW YORK	0.21	6.47	14.86	25.40	53.06
NORTH CAROLINA	1.51	2.04	23.50	5.77	67.17
NORTH DAKOTA	9.67	1.38	1.10	3.40	84.46
OHIO	0.18	1.60	13.84	3.78	80.60
OKLAHOMA	9.30	1.72	8.89	8.69	71.40
OREGON	1.31	4.47	1.73	14.62	77.87
PENNSYLVANIA	0.15	2.41	12.04	6.50	78.90
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.83	3.45	5.07	15.21	75.43
SOUTH CAROLINA	0.21	1.15	32.95	3.10	62.59
SOUTH DAKOTA	15.27	1.12	0.79	2.95	79.87
TENNESSEE	0.15	1.43	20.33	2.80	75.28
TEXAS	0.16	2.68	10.13	45.15	41.88
UTAH	1.26	3.09	0.50	11.57	83.58
VERMONT	0.04	1.18	0.26	1.72	96.79
VIRGINIA	0.20	4.65	21.31	8.38	65.47
WASHINGTON	1.83	7.20	3.52	15.47	71.97
WEST VIRGINIA	0.03	0.40	1.91	1.12	96.54
WISCONSIN	1.05	2.72	7.67	6.89	81.66
WYOMING	3.31	0.72	0.85	11.71	83.42
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.86	4.34	13.43	20.43	60.95
50 STATES, D.C. & P.R.	0.86	4.34	13.43	20.43	60.95

Population counts are July estimates from the U.S. Census Bureau.

Race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.

Data as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF7

Estimated Resident Population (Number) for Children Ages 3-5 by Race/Ethnicity for the 1998-99 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	352	1,614	55,053	3,793	113,650
ALASKA	7,234	1,512	1,073	2,511	19,274
ARIZONA	14,186	4,690	6,561	83,449	124,181
ARKANSAS	634	1,003	22,018	4,387	78,830
CALIFORNIA	5,716	167,145	90,961	769,736	592,306
COLORADO	1,034	5,122	6,975	42,897	118,047
CONNECTICUT	295	4,442	13,499	21,377	97,469
DELAWARE	62	759	6,967	2,234	20,251
DISTRICT OF COLUMBIA	23	465	12,768	1,827	1,977
FLORIDA	1,592	12,753	117,158	113,070	340,816
GEORGIA	498	7,696	112,982	19,531	204,517
HAWAII	222	31,853	1,128	21,377	10,232
IDAHO	637	706	190	7,240	47,043
ILLINOIS	531	19,339	100,419	99,114	329,129
INDIANA	375	3,018	24,823	11,543	212,226
IOWA	372	2,320	2,677	5,412	101,839
KANSAS	746	2,688	7,368	11,850	88,673
KENTUCKY	154	1,379	13,240	2,828	139,288
LOUISIANA	728	3,036	74,206	7,558	103,712
MAINE	252	543	223	837	39,856
MARYLAND	496	9,993	67,663	15,941	122,432
MASSACHUSETTS	382	13,057	17,775	34,300	179,674
MICHIGAN	2,362	8,633	69,156	23,490	304,000
MINNESOTA	3,137	9,389	8,556	11,707	167,975
MISSISSIPPI	538	1,143	54,235	1,961	63,876
MISSOURI	648	3,409	31,721	7,537	178,458
MONTANA	3,335	326	104	1,256	27,874
NEBRASKA	889	1,496	3,397	6,080	58,344
NEVADA	1,150	4,101	6,383	23,766	52,063
NEW HAMPSHIRE	99	692	269	1,538	43,910
NEW JERSEY	809	20,833	51,213	66,669	205,806
NEW MEXICO	9,286	1,062	1,159	41,802	26,509
NEW YORK	1,671	46,171	114,250	185,582	423,442
NORTH CAROLINA	5,032	6,431	80,240	15,871	214,228
NORTH DAKOTA	2,180	380	196	720	21,002
OHIO	870	7,618	69,995	16,040	361,305
OKLAHOMA	12,587	2,407	12,691	10,692	99,097
OREGON	1,572	5,581	2,422	18,144	107,082
PENNSYLVANIA	502	10,509	55,816	27,259	355,142
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	272	1,308	1,910	5,458	30,107
SOUTH CAROLINA	315	1,782	51,944	4,213	93,581
SOUTH DAKOTA	4,580	382	255	872	24,422
TENNESSEE	390	2,925	46,077	5,652	165,237
TEXAS	1,742	27,442	107,530	422,581	425,942
UTAH	1,567	3,627	748	13,294	102,639
VERMONT	27	254	78	366	19,519
VIRGINIA	419	12,380	59,874	21,851	183,626
WASHINGTON	4,297	17,072	8,326	35,850	179,624
WEST VIRGINIA	51	407	2,317	787	59,690
WISCONSIN	2,424	6,488	17,253	13,055	169,253
WYOMING	539	223	136	2,015	15,844
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	99,811	499,604	1,613,978	2,268,920	7,265,019
50 STATES, D.C. & P.R.	99,811	499,604	1,613,978	2,268,920	7,265,019

Population counts are July estimates from the U.S. Bureau of the Census.

Race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.

Data as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF7

Estimated Resident Population (Percent) for Children Ages 3-5 by Race/Ethnicity for the 1998-99 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.20	0.93	31.56	2.17	65.14
ALASKA	22.89	4.78	3.40	7.95	60.99
ARIZONA	6.09	2.01	2.82	35.80	53.28
ARKANSAS	0.59	0.94	20.60	4.10	73.76
CALIFORNIA	0.35	10.28	5.59	47.34	36.43
COLORADO	0.59	2.94	4.01	24.64	67.81
CONNECTICUT	0.22	3.24	9.85	15.59	71.10
DELAWARE	0.20	2.51	23.01	7.38	66.89
DISTRICT OF COLUMBIA	0.13	2.73	74.84	10.71	11.59
FLORIDA	0.27	2.18	20.01	19.32	58.22
GEORGIA	0.14	2.23	32.73	5.66	59.24
HAWAII	0.34	49.15	1.74	32.98	15.79
IDAHO	1.14	1.26	0.34	12.97	84.28
ILLINOIS	0.10	3.53	18.31	18.07	60.00
INDIANA	0.15	1.20	9.85	4.58	84.22
IOWA	0.33	2.06	2.38	4.81	90.43
KANSAS	0.67	2.41	6.62	10.64	79.65
KENTUCKY	0.10	0.88	8.44	1.80	88.78
LOUISIANA	0.38	1.60	39.21	3.99	54.80
MAINE	0.60	1.30	0.53	2.01	95.55
MARYLAND	0.23	4.62	31.25	7.36	56.54
MASSACHUSETTS	0.16	5.33	7.25	13.99	73.28
MICHIGAN	0.58	2.12	16.96	5.76	74.58
MINNESOTA	1.56	4.68	4.26	5.83	83.67
MISSISSIPPI	0.44	0.94	44.55	1.61	52.46
MISSOURI	0.29	1.54	14.30	3.40	80.47
MONTANA	10.14	0.99	0.32	3.82	84.74
NEBRASKA	1.27	2.13	4.84	8.66	83.10
NEVADA	1.31	4.69	7.30	27.17	59.53
NEW HAMPSHIRE	0.21	1.49	0.58	3.31	94.41
NEW JERSEY	0.23	6.03	14.83	19.31	59.60
NEW MEXICO	11.63	1.33	1.45	52.37	33.21
NEW YORK	0.22	5.99	14.82	24.07	54.91
NORTH CAROLINA	1.56	2.00	24.93	4.93	66.57
NORTH DAKOTA	8.91	1.55	0.80	2.94	85.80
OHIO	0.19	1.67	15.36	3.52	79.26
OKLAHOMA	9.16	1.75	9.23	7.78	72.08
OREGON	1.17	4.14	1.80	13.46	79.44
PENNSYLVANIA	0.11	2.34	12.42	6.07	79.06
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.70	3.35	4.89	13.98	77.09
SOUTH CAROLINA	0.21	1.17	34.21	2.77	61.63
SOUTH DAKOTA	15.01	1.25	0.84	2.86	80.04
TENNESSEE	0.18	1.33	20.92	2.57	75.01
TEXAS	0.18	2.79	10.91	42.89	43.23
UTAH	1.29	2.98	0.61	10.91	84.22
VERMONT	0.13	1.25	0.39	1.81	96.42
VIRGINIA	0.15	4.45	21.53	7.86	66.02
WASHINGTON	1.75	6.96	3.40	14.62	73.27
WEST VIRGINIA	0.08	0.64	3.66	1.24	94.37
WISCONSIN	1.16	3.11	8.28	6.26	81.19
WYOMING	2.87	1.19	0.73	10.74	84.47
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.85	4.25	13.74	19.31	61.84
50 STATES, D.C. & P.R.	0.85	4.25	13.74	19.31	61.84

Population counts are July estimates from the U.S. Bureau of the Census.

Race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.

Data as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF8

Estimated Resident Population (Number) for Children Ages 6-21 by Race/Ethnicity for the 1998-99 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	3,704	6,752	322,295	16,408	633,027
ALASKA	38,842	8,084	7,127	11,551	118,695
ARIZONA	80,483	23,327	42,770	357,408	654,505
ARKANSAS	3,250	4,498	128,862	20,195	443,660
CALIFORNIA	45,049	887,819	584,571	3,578,560	3,181,347
COLORADO	7,064	23,423	45,272	197,476	697,241
CONNECTICUT	1,430	20,091	79,607	93,085	532,703
DELAWARE	510	3,497	39,517	10,029	111,858
DISTRICT OF COLUMBIA	193	2,890	57,832	9,112	19,041
FLORIDA	10,856	59,949	679,806	577,204	1,853,447
GEORGIA	3,866	37,904	629,961	90,259	1,078,869
HAWAII	1,154	157,438	8,192	107,176	68,444
IDAHO	4,144	3,483	1,413	33,916	286,955
ILLINOIS	4,278	94,075	514,363	429,643	1,807,384
INDIANA	3,253	14,028	139,895	53,257	1,175,507
IOWA	2,277	10,826	17,553	25,288	623,749
KANSAS	5,878	12,584	44,679	54,494	532,781
KENTUCKY	1,202	6,591	81,058	13,313	797,333
LOUISIANA	5,208	14,883	435,318	37,862	621,231
MAINE	1,623	2,403	1,638	3,594	268,466
MARYLAND	3,241	48,369	360,804	76,369	689,199
MASSACHUSETTS	2,862	60,265	96,472	150,719	1,018,348
MICHIGAN	15,960	41,896	396,930	105,135	1,793,198
MINNESOTA	20,559	45,023	46,750	53,474	1,021,069
MISSISSIPPI	3,242	5,380	312,726	9,298	365,378
MISSOURI	4,753	15,039	180,879	34,410	1,051,567
MONTANA	20,444	1,625	876	5,724	187,677
NEBRASKA	4,823	6,242	20,299	29,127	352,844
NEVADA	7,569	18,650	36,647	101,632	256,551
NEW HAMPSHIRE	677	3,750	2,072	7,687	262,117
NEW JERSEY	3,299	102,005	283,350	317,925	1,088,747
NEW MEXICO	51,820	5,222	8,690	212,471	170,397
NEW YORK	14,096	215,124	675,809	806,326	2,320,131
NORTH CAROLINA	28,126	26,054	467,106	68,630	1,140,693
NORTH DAKOTA	11,292	1,531	1,198	3,207	138,276
OHIO	4,944	32,723	365,510	71,721	2,135,574
OKLAHOMA	78,100	11,004	79,283	50,652	597,317
OREGON	11,257	27,344	16,125	84,037	626,757
PENNSYLVANIA	3,633	50,977	308,325	125,361	2,147,150
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	1,145	6,921	12,323	23,862	175,912
SOUTH CAROLINA	2,403	8,402	324,897	20,088	533,922
SOUTH DAKOTA	24,104	1,452	1,316	3,716	157,186
TENNESSEE	2,731	13,119	261,005	26,140	913,702
TEXAS	13,946	127,034	662,630	1,904,727	2,370,637
UTAH	9,405	15,451	4,772	57,962	558,960
VERMONT	301	1,420	905	2,093	129,215
VIRGINIA	3,524	57,259	358,099	99,904	1,028,632
WASHINGTON	27,540	85,744	54,727	168,031	1,059,718
WEST VIRGINIA	499	2,204	15,106	3,733	368,120
WISCONSIN	14,743	29,018	95,314	60,730	1,073,620
WYOMING	3,618	1,159	992	9,767	108,830
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	618,920	2,461,951	9,313,666	10,414,488	41,347,687
50 STATES, D.C. & P.R.	618,920	2,461,951	9,313,666	10,414,488	41,347,687

Population counts are July estimates from the U.S. Census Bureau.

Race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.

Data as of September 25, 2000.

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF8

Estimated Resident Population (Percent) for Children Ages 6-21 by Race/Ethnicity for the 1998-99 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.38	0.69	32.81	1.67	64.45
ALASKA	21.08	4.39	3.87	6.27	64.40
ARIZONA	6.95	2.01	3.69	30.85	56.50
ARKANSAS	0.54	0.75	21.46	3.36	73.89
CALIFORNIA	0.54	10.73	7.06	43.23	38.43
COLORADO	0.73	2.41	4.66	20.35	71.85
CONNECTICUT	0.20	2.76	10.95	12.81	73.28
DELAWARE	0.31	2.11	23.89	6.06	67.62
DISTRICT OF COLUMBIA	0.22	3.24	64.93	10.23	21.38
FLORIDA	0.34	1.88	21.37	18.14	58.26
GEORGIA	0.21	2.06	34.22	4.90	58.61
HAWAII	0.34	45.98	2.39	31.30	19.99
IDAHO	1.26	1.06	0.43	10.28	86.98
ILLINOIS	0.15	3.30	18.05	15.08	63.42
INDIANA	0.23	1.01	10.09	3.84	84.82
IOWA	0.34	1.59	2.58	3.72	91.77
KANSAS	0.90	1.93	6.87	8.38	81.91
KENTUCKY	0.13	0.73	9.01	1.48	88.64
LOUISIANA	0.47	1.34	39.06	3.40	55.74
MAINE	0.58	0.87	0.59	1.29	96.67
MARYLAND	0.28	4.11	30.63	6.48	58.51
MASSACHUSETTS	0.22	4.54	7.26	11.34	76.64
MICHIGAN	0.68	1.78	16.87	4.47	76.21
MINNESOTA	1.73	3.79	3.94	4.51	86.03
MISSISSIPPI	0.47	0.77	44.93	1.34	52.50
MISSOURI	0.37	1.17	14.06	2.67	81.73
MONTANA	9.45	0.75	0.40	2.65	86.75
NEBRASKA	1.17	1.51	4.91	7.05	85.37
NEVADA	1.80	4.43	8.70	24.14	60.93
NEW HAMPSHIRE	0.25	1.36	0.75	2.78	94.87
NEW JERSEY	0.18	5.68	15.78	17.71	60.64
NEW MEXICO	11.55	1.16	1.94	47.36	37.98
NEW YORK	0.35	5.34	16.76	20.00	57.55
NORTH CAROLINA	1.63	1.51	26.99	3.97	65.91
NORTH DAKOTA	7.26	0.98	0.77	2.06	88.92
OHIO	0.19	1.25	14.00	2.75	81.81
OKLAHOMA	9.57	1.35	9.71	6.20	73.17
OREGON	1.47	3.57	2.11	10.98	81.87
PENNSYLVANIA	0.14	1.93	11.70	4.76	81.47
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.52	3.14	5.60	10.84	79.90
SOUTH CAROLINA	0.27	0.94	36.52	2.26	60.01
SOUTH DAKOTA	12.84	0.77	0.70	1.98	83.71
TENNESSEE	0.22	1.08	21.45	2.15	75.10
TEXAS	0.27	2.50	13.05	37.50	46.68
UTAH	1.45	2.39	0.74	8.96	86.45
VERMONT	0.22	1.06	0.68	1.56	96.48
VIRGINIA	0.23	3.70	23.14	6.46	66.47
WASHINGTON	1.97	6.14	3.92	12.04	75.92
WEST VIRGINIA	0.13	0.57	3.88	0.96	94.47
WISCONSIN	1.16	2.28	7.48	4.77	84.31
WYOMING	2.91	0.93	0.80	7.85	87.51
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.96	3.84	14.52	16.23	64.45
50 STATES, D.C. & P.R.	0.96	3.84	14.52	16.23	64.45

Population counts are July estimates from the U.S. Census Bureau.

Race/ethnicity data for Outlying Areas are not updated annually. Consequently, these data have not been included.

Data as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AF9

Enrollment for Students in Grades Pre-Kindergarten Through Twelve

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1989-90	1998-99	1999-2000	1999-2000 LESS 1989-90	1999-2000 LESS 1998-99	1999-2000 LESS 1989-90	1999-2000 LESS 1998-99
ALABAMA	728,254	758,816	730,342	2,088	-28,474	0.29	-3.75
ALASKA	109,028	134,374	136,658	27,630	2,284	25.34	1.70
ARIZONA	597,101	829,252	872,428	275,327	43,176	46.11	5.21
ARKANSAS	449,106	455,647	426,984	-22,122	-28,663	-4.93	-6.29
CALIFORNIA	5,079,934	5,828,938	6,050,609	970,675	221,671	19.11	3.80
COLORADO	526,686	699,135	708,109	181,423	8,974	34.45	1.28
CONNECTICUT	463,800	544,690	554,087	90,287	9,397	19.47	1.73
DELAWARE	97,808	113,167	113,622	15,814	455	16.17	0.40
DISTRICT OF COLUMBIA	88,000	71,889	70,762	-17,238	-1,127	-19.59	-1.57
FLORIDA	1,772,558	2,335,124	2,380,232	607,674	45,108	34.28	1.93
GEORGIA	1,126,111	1,401,291	1,422,762	296,651	21,471	26.34	1.53
HAWAII	169,193	187,395	185,036	15,843	-2,359	9.36	-1.26
IDAHO	212,550	245,100	245,100	32,550	0	15.31	0.00
ILLINOIS	1,745,985	2,022,108	2,035,450	289,465	13,342	16.58	0.66
INDIANA	958,350	989,134	993,985	35,635	4,851	3.72	0.49
IOWA	478,734	502,571	498,836	20,102	-3,735	4.20	-0.74
KANSAS	430,862	469,850	469,376	38,514	-474	8.94	-0.10
KENTUCKY	630,688	646,092	637,007	6,319	-9,085	1.00	-1.41
LOUISIANA	780,183	753,722	710,159	-70,024	-43,563	-8.98	-5.78
MAINE	213,386	219,741	219,000	5,614	-741	2.63	-0.34
MARYLAND	698,806	837,250	846,709	147,903	9,459	21.17	1.13
MASSACHUSETTS	818,347	964,358	975,815	157,468	11,457	19.24	1.19
MICHIGAN	1,500,000	1,692,700	1,712,300	212,300	19,600	14.15	1.16
MINNESOTA	692,100	857,900	857,023	164,923	-877	23.83	-0.10
MISSISSIPPI	501,772	502,382	499,359	-2,413	-3,023	-0.48	-0.60
MISSOURI	807,934	921,391	893,052	85,118	-28,339	10.54	-3.08
MONTANA	150,593	161,023	157,236	6,643	-3,787	4.41	-2.35
NEBRASKA	270,389	291,010	287,752	17,363	-3,258	6.42	-1.12
NEVADA	186,834	311,063	326,616	139,782	15,553	74.82	5.00
NEW HAMPSHIRE	167,386	194,512	208,812	41,426	14,300	24.75	7.35
NEW JERSEY	1,076,005	1,293,840	1,287,996	211,991	-5,844	19.70	-0.45
NEW MEXICO	284,438	328,753	324,222	39,784	-4,531	13.99	-1.38
NEW YORK	2,572,500	2,852,000	2,884,000	311,500	32,000	12.11	1.12
NORTH CAROLINA	1,078,153	1,245,608	1,256,063	177,910	10,455	16.50	0.84
NORTH DAKOTA	117,134	113,929	111,705	-5,429	-2,224	-4.63	-1.95
OHIO	1,765,300	1,849,685	1,837,000	71,700	-12,685	4.06	-0.69
OKLAHOMA	580,000	626,674	633,361	53,361	6,687	9.20	1.07
OREGON	472,394	543,176	545,059	72,665	1,883	15.38	0.35
PENNSYLVANIA	1,654,480	1,818,090	1,817,530	163,050	-560	9.86	-0.03
PUERTO RICO	.	615,787	610,421	.	-5,366	.	-0.87
RHODE ISLAND	135,035	154,485	156,458	21,423	1,973	15.86	1.28
SOUTH CAROLINA	616,179	644,150	646,850	30,671	2,700	4.98	0.42
SOUTH DAKOTA	127,115	141,561	130,863	3,748	-10,698	2.95	-7.56
TENNESSEE	839,860	908,885	908,722	68,862	-163	8.20	-0.02
TEXAS	3,309,000	3,900,488	4,025,923	716,923	125,435	21.67	3.22
UTAH	435,762	477,061	477,775	42,013	714	9.64	0.15
VERMONT	94,470	105,442	106,069	11,599	627	12.28	0.59
VIRGINIA	985,749	1,125,735	1,133,994	148,245	8,259	15.04	0.73
WASHINGTON	809,727	999,628	1,002,044	192,317	2,416	23.75	0.24
WEST VIRGINIA	328,069	296,332	290,936	-37,133	-5,396	-11.32	-1.82
WISCONSIN	777,359	888,245	878,900	101,541	-9,345	13.06	-1.05
WYOMING	97,135	94,411	91,757	-5,378	-2,654	-5.54	-2.81
AMERICAN SAMOA	.	15,666	15,532	.	-134	.	-0.86
GUAM	.	32,821	32,002	.	-819	.	-2.50
NORTHERN MARIANAS	.	9,498	9,692	.	194	.	2.04
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	21,983	19,902	.	-2,081	.	-9.47
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	40,608,342	47,045,558	47,459,994	6,851,652	414,436	16.87	0.88
50 STATES, D.C. & P.R.	40,608,342	46,965,590	47,382,866	6,774,524	417,276	16.68	0.89

Enrollment counts are fall membership counts collected by NCES.

Data for school years 1998-99 and 1999-2000 are estimates from NCES.

Data as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AG1

State Grant Awards Under IDEA, Part B, Preschool Grant Program and Part C

FEDERAL FISCAL YEAR 2000
(SCHOOL YEAR 2000-2001)

STATE	PART B, SECTION 611	PART B, SECTION 619	PART C
ALABAMA	79,372,913	5,730,375	5,442,925
ALASKA	14,360,167	1,294,380	1,836,562
ARIZONA	71,831,645	5,545,066	7,163,113
ARKANSAS	46,925,276	5,479,110	3,300,402
CALIFORNIA	505,630,798	39,848,701	45,929,796
COLORADO	60,836,940	5,073,769	5,377,332
CONNECTICUT	60,621,805	5,009,888	3,992,165
DELAWARE	13,161,054	1,287,906	1,836,562
DISTRICT OF COLUMBIA	6,617,417	253,905	1,836,562
FLORIDA	274,310,784	18,917,454	17,645,688
GEORGIA	126,278,991	10,077,250	10,918,523
HAWAII	16,598,674	1,036,577	1,836,562
IDAHO	22,338,848	2,233,491	1,836,562
ILLINOIS	222,970,401	18,041,307	16,151,859
INDIANA	115,783,816	9,088,983	7,655,126
IOWA	56,057,887	4,077,008	3,369,461
KANSAS	46,805,142	4,426,665	3,433,291
KENTUCKY	69,988,093	10,431,998	4,812,022
LOUISIANA	77,220,761	6,628,385	5,894,220
MAINE	25,125,639	2,567,159	1,836,562
MARYLAND	88,552,235	6,824,190	6,413,677
MASSACHUSETTS	130,345,374	10,103,890	7,269,022
MICHIGAN	168,624,335	12,853,643	12,028,661
MINNESOTA	85,579,363	7,587,477	5,931,008
MISSISSIPPI	49,937,502	4,321,339	3,786,753
MISSOURI	103,938,330	6,171,495	6,722,152
MONTANA	15,239,841	1,215,398	1,836,562
NEBRASKA	34,286,654	2,306,907	2,120,927
NEVADA	27,013,687	2,312,229	2,652,976
NEW HAMPSHIRE	21,791,090	1,591,180	1,836,562
NEW JERSEY	165,972,682	11,621,386	9,965,995
NEW MEXICO	41,240,344	3,256,045	2,442,953
NEW YORK	342,212,717	34,473,989	22,320,520
NORTH CAROLINA	132,570,043	11,554,652	9,991,552
NORTH DAKOTA	10,686,617	839,536	1,836,562
OHIO	186,600,288	12,874,725	13,648,077
OKLAHOMA	64,473,544	3,760,076	4,398,814
OREGON	56,238,461	3,960,512	4,068,712
PENNSYLVANIA	183,436,695	14,293,994	13,016,152
PUERTO RICO	43,909,097	3,273,690	5,782,773
RHODE ISLAND	20,079,813	1,707,269	1,836,562
SOUTH CAROLINA	78,237,560	7,293,431	4,752,400
SOUTH DAKOTA	12,730,542	1,496,640	1,836,562
TENNESSEE	101,635,101	7,049,034	6,863,518
TEXAS	393,361,010	23,676,158	30,671,586
UTAH	44,372,041	3,647,879	3,997,116
VERMONT	10,303,939	892,952	1,836,562
VIRGINIA	121,999,520	9,323,245	8,373,127
WASHINGTON	92,258,094	8,343,791	7,217,290
WEST VIRGINIA	34,872,055	3,558,432	1,836,562
WISCONSIN	92,662,516	9,674,989	6,078,934
WYOMING	10,809,853	1,090,450	1,836,562
AMERICAN SAMOA	4,956,510	0	589,812
GUAM	11,974,852	0	1,306,168
NORTHERN MARIANAS	3,056,556	0	392,577
PALAU	0	0	0
VIRGIN ISLANDS	9,078,705	0	769,327
BUR. OF INDIAN AFFAIRS	61,173,538	0	4,629,630
U.S. AND OUTLYING AREAS	4,969,048,155	390,000,000	375,000,000
50 STATES, D.C. & P.R.	4,878,807,994	390,000,000	367,312,486

Data as of September 25, 2000.
Amounts listed for IDEA, Part B do not include funding for studies and evaluation or a competition for Pacific Basin entities.
When included, the total appropriation for Part is $4,989,685,000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH1

Number of Infants and Toddlers Receiving Early Intervention Services

December 1, 1999

STATE	0-1	1-2	2-3	BIRTH THROUGH 2 TOTAL	POPULATION	PERCENTAGE OF POPULATION
ALABAMA	239	655	931	1,825	175,917	1.04
ALASKA	68	157	332	557	29,390	1.90
ARIZONA	436	840	1,005	2,281	231,514	0.99
ARKANSAS	279	747	994	2,020	106,670	1.89
CALIFORNIA	4,541	7,065	9,473	21,079	1,484,465	1.42
COLORADO	548	1,004	1,446	2,998	173,797	1.73
CONNECTICUT	436	1,059	1,859	3,354	129,028	2.60
DELAWARE	177	328	428	933	30,304	3.08
DISTRICT OF COLUMBIA	16	70	126	212	16,494	1.29
FLORIDA	2,119	3,760	5,667	11,546	570,314	2.02
GEORGIA	508	1,355	1,868	3,731	352,890	1.06
HAWAII	999	978	1,108	3,085	48,150	6.41
IDAHO	219	414	571	1,204	55,817	2.16
ILLINOIS	1,086	2,818	4,200	8,104	522,033	1.55
INDIANA	1,504	2,472	3,251	7,227	247,416	2.92
IOWA	149	344	621	1,114	108,902	1.02
KANSAS	371	692	1,124	2,187	110,965	1.97
KENTUCKY	409	962	1,514	2,885	155,526	1.85
LOUISIANA	267	689	1,009	1,965	190,503	1.03
MAINE	53	225	470	748	39,977	1.87
MARYLAND	561	1,332	2,392	4,285	207,292	2.07
MASSACHUSETTS	1,870	3,579	5,549	10,998	234,937	4.68
MICHIGAN	1,423	2,360	3,062	6,845	388,770	1.76
MINNESOTA	383	799	1,670	2,852	191,692	1.49
MISSISSIPPI	562	760	950	2,272	122,389	1.86
MISSOURI	495	869	1,302	2,666	217,262	1.23
MONTANA	114	214	300	628	31,407	2.00
NEBRASKA	121	283	548	952	68,549	1.39
NEVADA	499	382	186	1,067	85,745	1.24
NEW HAMPSHIRE	127	313	539	979	43,559	2.25
NEW JERSEY	447	1,565	2,731	4,743	322,104	1.47
NEW MEXICO	231	467	563	1,261	78,957	1.60
NEW YORK	1,617	5,895	15,987	23,499	721,406	3.26
NORTH CAROLINA	508	1,551	2,272	4,331	322,930	1.34
NORTH DAKOTA	56	138	134	328	23,200	1.41
OHIO	3,031	2,436	1,648	7,115	441,110	1.61
OKLAHOMA	442	817	959	2,218	142,171	1.56
OREGON	219	580	986	1,785	131,502	1.36
PENNSYLVANIA	1,414	2,810	3,965	8,189	420,686	1.95
PUERTO RICO	416	1,068	1,492	2,976	184,368	1.61
RHODE ISLAND	150	274	595	1,019	36,774	2.77
SOUTH CAROLINA	364	800	1,240	2,404	153,599	1.57
SOUTH DAKOTA	81	212	318	611	29,625	2.06
TENNESSEE	614	1,259	1,884	3,757	221,831	1.69
TEXAS	2,321	4,736	7,304	14,361	991,315	1.45
UTAH	425	719	949	2,093	129,188	1.62
VERMONT	32	111	266	409	18,937	2.16
VIRGINIA	1,694	940	376	3,010	270,622	1.11
WASHINGTON	290	952	1,539	2,781	233,265	1.19
WEST VIRGINIA	190	303	340	833	59,277	1.41
WISCONSIN	597	1,452	2,580	4,629	196,473	2.36
WYOMING	59	125	217	401	18,031	2.22
AMERICAN SAMOA	9	6	16	31	5,039	0.62
GUAM	29	81	132	242	12,430	1.95
NORTHERN MARIANAS	9	13	18	40	3,982	1.00
PALAU	0	2	1	3	.	.
VIRGIN ISLANDS	23	48	30	101	6,160	1.64
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	35,847	66,885	103,037	205,769	11,546,656	1.78
50 STATES, D.C. & P.R.	35,777	66,735	102,840	205,352	11,519,045	1.78

Please see data notes for an explanation of individual State differences.
Population figures are July estimates from the U.S. Census Bureau. Population data for Puerto Rico and the Outlying Areas are projections from the Census Bureau, International Programs Center.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
Arizona child count data based on December 1, 1998 count.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AH2

Number of At-Risk Infants and Toddlers Receiving Early Intervention Services (Duplicated Count), December 1, 1999

STATE	0-1	1-2	2-3	BIRTH THROUGH 2 TOTAL
CALIFORNIA	2,965	5,411	6,919	15,295
HAWAII	703	530	388	1,621
INDIANA	273	171	42	486
MASSACHUSETTS	92	211	179	482
NEVADA	9	8	10	27
NEW HAMPSHIRE	5	5	10	20
NEW MEXICO	139	181	146	466
NORTH CAROLINA	103	220	217	540
WEST VIRGINIA	36	55	39	130
GUAM	.	9	4	13
U.S. AND OUTLYING AREAS	4,325	6,801	7,954	19,080

Please see data notes for an explanation of individual state differences.

Data based on the December 1, 1999 count. Updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

In 1998, OSEP first required States to separately report at-risk infants and toddlers.

Table AH3

Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accord with Part C, December 1, 1998

STATE	ASSISTIVE TECHNOLOGY SERVICES/ DEVICES	AUDIOLOGY	FAMILY TRAINING COUNSELING AND HOME VISITS	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	66	176	799	71	122	247
ALASKA	0	82	9	77	145	46
ARIZONA	4	87	411	14	75	43
ARKANSAS	38	164	1,587	34	107	183
CALIFORNIA	62	341	138	1,285	11	158
COLORADO	300	298	897	506	655	205
CONNECTICUT	1	30	66	0	0	18
DELAWARE	17	20	59	52	224	93
DISTRICT OF COLUMBIA	3	13	188	63	48	121
FLORIDA	1.506	1,411	7.846	65	6,370	3.923
GEORGIA	0	1	2	0	0	0
HAWAII	104	166	1.783	86	167	799
IDAHO	24	148	142	39	289	192
ILLINOIS	12	245	380	24	0	582
INDIANA	547	602	8	13	17	63
IOWA	76	118	65	51	49	77
KANSAS	317	375	708	162	125	173
KENTUCKY	251	345	1.503	0	34	64
LOUISIANA	42	346	97	202	383	79
MAINE	16	4	51	2	2	0
MARYLAND	15	636	191	82	18	388
MASSACHUSETTS	0	294	9,803	9.803	0	794
MICHIGAN	107	241	1,680	1,612	480	1,292
MINNESOTA	178	306	619	249	286	398
MISSISSIPPI	61	264	291	0	52	0
MISSOURI	278	105	822	13	114	51
MONTANA	86	144	580	97	152	26
NEBRASKA	7	48	50	167	2	89
NEVADA	131	91	981	40	84	0
NEW HAMPSHIRE	0	0	289	0	0	17
NEW JERSEY	66	158	260	5	73	61
NEW MEXICO	4	68	175	23	15	16
NEW YORK	483	996	4.450	0	0	123
NORTH CAROLINA	224	824	995	288	1,460	331
NORTH DAKOTA	54	63	222	26	43	40
OHIO	124	491	559	987	1,076	959
OKLAHOMA	1	2	12	0	0	61
OREGON	39	93	480	25	59	89
PENNSYLVANIA	42	288	100	1	6	174
PUERTO RICO	238	1,249	688	629	2,360	2,360
RHODE ISLAND	1	73	242	2	1	12
SOUTH CAROLINA	40	194	79	45	169	58
SOUTH DAKOTA	10	20	51	1	2	1
TENNESSEE	191	470	1,736	311	519	715
TEXAS	1,088	706	2,822	123	154	178
UTAH	75	204	1,092	0	0	460
VERMONT	9	31	48	0	32	13
VIRGINIA	75	68	223	21	104	61
WASHINGTON	202	240	802	265	253	219
WEST VIRGINIA	75	60	108	9	28	86
WISCONSIN	104	142	496	20	62	296
WYOMING	19	31	162	93	52	37
AMERICAN SAMOA	0	1	0	0	0	2
GUAM	1	111	197	0	0	12
NORTHERN MARIANAS	0	24	8	0	5	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	2	5	28	3	47	6
U.S. AND OUTLYING AREAS	7.416	13.713	48.080	17,686	16.531	16.491
50 STATES, D.C. & P.R.	7.413	13.572	47.847	17,683	16.479	16,471

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

North Carolina and Arizona data based on the December 1, 1997 count.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH3

Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accord with Part C, December 1, 1998

STATE	NUTRITION SERVICES	OCCUPA-TIONAL THERAPY	PHYSICAL THERAPY	PSYCHO-LOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	67	1,103	1,237	90	0	147
ALASKA	68	114	156	3	33	28
ARIZONA	70	803	823	4	311	13
ARKANSAS	104	772	782	157	12	205
CALIFORNIA	23	1,398	846	317	1,364	72
COLORADO	348	766	795	53	427	179
CONNECTICUT	5	690	905	8	0	133
DELAWARE	120	237	257	22	1	84
DISTRICT OF COLUMBIA	76	147	133	69	4	156
FLORIDA	0	3,868	4,213	2,279	0	25,391
GEORGIA	0	15	40	0	0	0
HAWAII	304	625	574	114	246	821
IDAHO	182	430	208	209	152	371
ILLINOIS	113	1,676	1,792	251	0	186
INDIANA	92	2,455	2,870	62	0	45
IOWA	51	370	425	61	32	105
KANSAS	275	762	802	119	136	412
KENTUCKY	66	1,134	1,245	37	259	27
LOUISIANA	152	522	532	5	14	44
MAINE	0	188	118	7	0	26
MARYLAND	11	1,061	1,782	61	2	60
MASSACHUSETTS	196	1,000	902	608	0	1,235
MICHIGAN	652	1,706	1,511	287	334	1,561
MINNESOTA	139	1,295	984	59	364	603
MISSISSIPPI	28	64	56	9	160	78
MISSOURI	73	770	897	15	0	29
MONTANA	110	152	164	28	225	69
NEBRASKA	153	472	456	93	118	0
NEVADA	179	268	369	84	7	84
NEW HAMPSHIRE	12	365	291	2	0	29
NEW JERSEY	105	896	1,465	30	28	394
NEW MEXICO	83	409	366	8	77	10
NEW YORK	165	7,307	8,246	380	1,503	1,278
NORTH CAROLINA	779	860	1,661	162	437	658
NORTH DAKOTA	60	145	76	31	59	45
OHIO	962	1,815	1,860	99	390	815
OKLAHOMA	3	307	455	29	0	2
OREGON	20	615	697	4	1	30
PENNSYLVANIA	76	2,917	3,446	148	0	266
PUERTO RICO	794	1,412	1,277	856	0	1,874
RHODE ISLAND	130	228	262	13	0	5
SOUTH CAROLINA	750	616	793	59	2	42
SOUTH DAKOTA	13	224	273	1	0	0
TENNESSEE	529	694	943	113	16	970
TEXAS	1,156	3,998	3,272	149	72	816
UTAH	0	641	566	8	0	53
VERMONT	48	94	148	7	42	11
VIRGINIA	51	708	1,175	16	232	106
WASHINGTON	386	899	720	128	86	372
WEST VIRGINIA	170	551	962	103	19	165
WISCONSIN	68	1,874	1,685	37	0	774
WYOMING	57	160	147	26	21	31
AMERICAN SAMOA	0	9	3	0	1	0
GUAM	7	26	62	68	0	27
NORTHERN MARIANAS	0	13	29	0	0	15
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	4	39	56	0	0	10
U.S. AND OUTLYING AREAS	10,085	52,685	56,810	7,588	7,187	40,962
50 STATES, D.C. & P.R.	10,074	52,598	56,660	7,520	7,186	40,910

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

North Carolina and Arizona data based on the December 1, 1997 count.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH3

Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accord with Part C, December 1, 1998

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE PATHOLOGY	TRANSPORTATION	VISION SERVICES	OTHER EARLY INTERVENTION SERVICES
ALABAMA	912	1,613	271	171	1,930
ALASKA	442	152	3	25	0
ARIZONA	1,277	825	132	28	16
ARKANSAS	1,587	1,141	593	132	499
CALIFORNIA	8,273	2,067	768	301	1,249
COLORADO	1,491	736	263	213	778
CONNECTICUT	1,696	1,353	26	28	176
DELAWARE	338	328	58	87	615
DISTRICT OF COLUMBIA	74	164	48	21	0
FLORIDA	0	6,430	2,931	1,575	13,231
GEORGIA	22	52	2	13	12
HAWAII	517	740	447	158	26
IDAHO	524	441	109	42	72
ILLINOIS	3,481	2,718	183	3	0
INDIANA	3,961	3,409	825	71	35
IOWA	843	356	29	63	181
KANSAS	1,127	1,249	205	284	84
KENTUCKY	3,313	1,840	132	110	1,218
LOUISIANA	1,336	439	20	306	697
MAINE	402	440	226	0	0
MARYLAND	2,379	2,067	520	173	8
MASSACHUSETTS	2,255	1,470	2,548	588	0
MICHIGAN	1,898	1,480	712	186	1,853
MINNESOTA	2,178	1,514	214	188	0
MISSISSIPPI	694	489	11	13	2
MISSOURI	713	1,128	392	71	48
MONTANA	138	213	42	47	580
NEBRASKA	0	591	139	14	59
NEVADA	1,066	457	5	29	1,066
NEW HAMPSHIRE	178	457	0	8	388
NEW JERSEY	2,828	1,826	52	218	133
NEW MEXICO	759	570	27	25	919
NEW YORK	11,298	15,778	5,749	329	0
NORTH CAROLINA	2,415	1,446	656	566	927
NORTH DAKOTA	176	140	38	58	16
OHIO	1,865	2,179	886	205	12,406
OKLAHOMA	468	707	0	7	49
OREGON	405	866	199	64	126
PENNSYLVANIA	4,276	3,909	42	273	0
PUERTO RICO	1,358	1,189	514	329	0
RHODE ISLAND	473	323	127	13	626
SOUTH CAROLINA	1,171	771	28	249	353
SOUTH DAKOTA	356	377	209	15	0
TENNESSEE	1,892	1,307	754	246	362
TEXAS	8,754	6,045	159	617	140
UTAH	758	920	455	168	18
VERMONT	268	187	15	19	0
VIRGINIA	1,164	944	192	86	73
WASHINGTON	1,480	1,231	528	115	209
WEST VIRGINIA	1,718	945	287	57	0
WISCONSIN	2,560	2,894	905	103	48
WYOMING	211	216	86	17	23
AMERICAN SAMOA	0	0	0	0	0
GUAM	73	67	34	0	5
NORTHERN MARIANAS	32	19	4	2	10
PALAU	.	.	.	.	.
VIRGIN ISLANDS	34	37	0	6	0
U.S. AND OUTLYING AREAS	89,907	81,252	23,800	8,735	41,266
50 STATES, D.C. & P.R.	89,768	81,129	23,762	8,727	41,251

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

North Carolina and Arizona data based on the December 1, 1997 count.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AH4

Number and Type of Personnel Employed and Contracted To Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families, December 1, 1998

STATE	ALL STAFF	AUDIOLOGISTS	FAMILY THERAPISTS	NURSES
ALABAMA	249	1	6	8
ALASKA	92	1	0	3
ARIZONA	307	0	6	41
ARKANSAS	1,282	10	0	61
CALIFORNIA	0	0	0	0
COLORADO	6	0	0	0
CONNECTICUT	476	11	4	7
DELAWARE	214	1	0	52
DISTRICT OF COLUMBIA	122	0	5	9
FLORIDA	6,263	121	0	292
GEORGIA	102	3	5	3
HAWAII	298	1	0	41
IDAHO	156	1	0	6
ILLINOIS	1,686	33	47	48
INDIANA	582	2	0	1
IOWA	211	7	0	13
KANSAS	301	2	0	14
KENTUCKY	173	0	1	0
LOUISIANA	202	1	2	5
MAINE	301	1	4	.
MARYLAND	447	5	6	26
MASSACHUSETTS	1,080	0	0	88
MICHIGAN	1,055	10	14	131
MINNESOTA	478	7	3	31
MISSISSIPPI	135	0	0	1
MISSOURI	104	3	2	0
MONTANA	86	0	1	4
NEBRASKA	289	0	0	2
NEVADA	103	2	0	0
NEW HAMPSHIRE	111	.	2	1
NEW JERSEY	400	0	0	17
NEW MEXICO	200	0	6	7
NEW YORK	9,326	165	.	1,078
NORTH CAROLINA	1,149	19	18	59
NORTH DAKOTA	31	1	2	2
OHIO	2,463	43	7	406
OKLAHOMA	147	2	0	8
OREGON	220	1	1	3
PENNSYLVANIA	1,264	6	2	10
PUERTO RICO	204	4	0	33
RHODE ISLAND	93	0	0	6
SOUTH CAROLINA	244	1	8	14
SOUTH DAKOTA	61	0	.	5
TENNESSEE	599	27	2	38
TEXAS	1,473	7	5	61
UTAH	180	1	0	14
VERMONT	69	1	0	4
VIRGINIA	517	12	0	42
WASHINGTON	528	4	7	24
WEST VIRGINIA	271	2	4	9
WISCONSIN	504	1	4	12
WYOMING	87	3	4	0
AMERICAN SAMOA	.	.	.	.
GUAM	32	1	1	4
NORTHERN MARIANAS	9	0	.	0
PALAU	.	.	.	.
VIRGIN ISLANDS	10	1	0	2
U.S. AND OUTLYING AREAS	36,993	525	179	2,745
50 STATES, D.C. & P.R.	36,942	522	178	2,739

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because (1) some States could not provide personnel data by category and (2) rounding.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
Arizona and South Carolina data based on the December 1, 1997 count.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH4

Number and Type of Personnel Employed and Contracted To Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families, December 1, 1998

STATE	NUTRITIONISTS	OCCUPATIONAL THERAPISTS	ORIENTATION AND MOBILITY SPECIALISTS	PARAPROFESSIONALS
ALABAMA	1	18	2	38
ALASKA	0	11	2	14
ARIZONA	24	27	0	36
ARKANSAS	5	101	0	427
CALIFORNIA	0	0	0	0
COLORADO	0	1	0	0
CONNECTICUT	4	50	2	48
DELAWARE	3	12	1	43
DISTRICT OF COLUMBIA	4	10	0	28
FLORIDA	20	610	0	127
GEORGIA	6	20	0	0
HAWAII	3	16	1	139
IDAHO	1	11	0	28
ILLINOIS	29	185	382	0
INDIANA	1	65	0	34
IOWA	3	16	1	5
KANSAS	2	24	0	91
KENTUCKY	0	31	5	.
LOUISIANA	0	16	0	13
MAINE	.	25	.	2
MARYLAND	0	38	0	49
MASSACHUSETTS	3	111	.	96
MICHIGAN	7	93	2	30
MINNESOTA	2	57	3	27
MISSISSIPPI	1	6	0	36
MISSOURI	2	17	2	.
MONTANA	1	5	0	7
NEBRASKA	.	9	0	101
NEVADA	4	4	0	16
NEW HAMPSHIRE	.	25	.	16
NEW JERSEY	0	34	0	30
NEW MEXICO	0	14	0	32
NEW YORK	65	1,127	18	503
NORTH CAROLINA	9	39	10	194
NORTH DAKOTA	0	4	0	0
OHIO	20	211	0	0
OKLAHOMA	3	23	0	0
OREGON	0	17	0	52
PENNSYLVANIA	2	165	8	44
PUERTO RICO	4	28	0	32
RHODE ISLAND	2	3	0	13
SOUTH CAROLINA	1	3	2	31
SOUTH DAKOTA	0	7	0	.
TENNESSEE	3	36	0	119
TEXAS	18	127	6	171
UTAH	1	11	0	38
VERMONT	2	4	0	10
VIRGINIA	14	59	3	32
WASHINGTON	6	55	2	61
WEST VIRGINIA	4	11	1	32
WISCONSIN	1	91	1	51
WYOMING	0	13	1	5
AMERICAN SAMOA	.	.	.	.
GUAM	0	0	0	7
NORTHERN MARIANAS	0	0	.	5
PALAU	.	.	.	.
VIRGIN ISLANDS	0	0	.	1
U.S. AND OUTLYING AREAS	279	3,695	457	2,912
50 STATES, D.C. & P.R.	279	3,695	457	2,900

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because (1) some States could not provide personnel data by category and (2) rounding.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
Arizona and South Carolina data based on the December 1, 1997 count.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AH4

Number and Type of Personnel Employed and Contracted To Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families, December 1, 1998

STATE	PEDIATRICIANS	PHYSICAL THERAPISTS	PHYSICIANS, OTHER THAN PEDIATRICIANS	PSYCHOLOGISTS
ALABAMA	0	23	0	0
ALASKA	0	14	0	1
ARIZONA	0	36	1	5
ARKANSAS	4	106	6	7
CALIFORNIA	0	0	0	0
COLORADO	0	2	0	0
CONNECTICUT	5	59	2	4
DELAWARE	15	16	0	1
DISTRICT OF COLUMBIA	5	6	2	5
FLORIDA	1,522	628	540	175
GEORGIA	0	21	0	3
HAWAII	0	11	0	2
IDAHO	1	5	1	4
ILLINOIS	0	200	4	41
INDIANA	0	73	0	1
IOWA	0	15	1	14
KANSAS	0	17	0	2
KENTUCKY	.	31	.	1
LOUISIANA	0	11	0	5
MAINE	1	6	.	3
MARYLAND	4	58	0	6
MASSACHUSETTS	1	100	0	67
MICHIGAN	10	66	43	26
MINNESOTA	.	32	.	8
MISSISSIPPI	0	5	0	7
MISSOURI	2	18	1	0
MONTANA	1	7	0	0
NEBRASKA	0	8	0	2
NEVADA	3	5	0	7
NEW HAMPSHIRE	.	18	.	0
NEW JERSEY	0	49	1	1
NEW MEXICO	1	17	0	5
NEW YORK	265	1,290	0	448
NORTH CAROLINA	11	51	0	48
NORTH DAKOTA	0	0	0	0
OHIO	0	229	74	58
OKLAHOMA	0	24	0	4
OREGON	0	14	0	1
PENNSYLVANIA	1	165	0	7
PUERTO RICO	15	25	0	8
RHODE ISLAND	0	5	0	1
SOUTH CAROLINA	1	5	1	1
SOUTH DAKOTA	0	9	0	0
TENNESSEE	5	37	1	1
TEXAS	19	91	14	4
UTAH	0	8	0	0
VERMONT	1	6	0	1
VIRGINIA	8	69	6	7
WASHINGTON	10	44	3	2
WEST VIRGINIA	2	14	1	2
WISCONSIN	1	78	0	1
WYOMING	.	11	.	1
AMERICAN SAMOA	.	.	.	.
GUAM	0	1	0	0
NORTHERN MARIANAS	0	1	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	1	2	0	0
U.S. AND OUTLYING AREAS	1,914	3,840	702	998
50 STATES, D.C. & P.R.	1,912	3,836	702	998

Please see data notes for an explanation of individual State differences.
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Arizona and South Carolina data based on the December 1, 1997 count.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH4

Number and Type of Personnel Employed and Contracted To Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families, December 1, 1998

STATE	SOCIAL WORKERS	SPECIAL EDUCATORS	SPEECH AND LANGUAGE PATHOLOGISTS	OTHER PROFESSIONAL STAFF
ALABAMA	17	47	23	65
ALASKA	2	33	11	0
ARIZONA	23	44	37	28
ARKANSAS	18	134	189	214
CALIFORNIA	0	0	0	0
COLORADO	0	1	2	0
CONNECTICUT	20	146	89	24
DELAWARE	10	18	19	23
DISTRICT OF COLUMBIA	9	19	11	8
FLORIDA	428	415	802	583
GEORGIA	1	14	23	3
HAWAII	33	14	10	28
IDAHO	13	31	15	39
ILLINOIS	7	0	307	403
INDIANA	0	184	106	116
IOWA	18	83	28	6
KANSAS	14	80	39	15
KENTUCKY	0	39	63	1
LOUISIANA	9	103	20	17
MAINE	3	102	75	81
MARYLAND	24	146	84	0
MASSACHUSETTS	137	249	163	65
MICHIGAN	141	278	118	86
MINNESOTA	38	186	85	0
MISSISSIPPI	9	43	17	11
MISSOURI	1	34	24	.
MONTANA	2	2	8	49
NEBRASKA	5	104	56	2
NEVADA	6	38	15	3
NEW HAMPSHIRE	2	21	22	3
NEW JERSEY	30	92	70	77
NEW MEXICO	6	65	26	21
NEW YORK	726	2,033	1,599	9
NORTH CAROLINA	129	233	76	253
NORTH DAKOTA	1	16	3	2
OHIO	264	567	332	252
OKLAHOMA	1	32	50	2
OREGON	1	65	40	28
PENNSYLVANIA	36	330	220	268
PUERTO RICO	11	0	28	15
RHODE ISLAND	7	5	11	41
SOUTH CAROLINA	1	165	10	0
SOUTH DAKOTA	0	29	11	.
TENNESSEE	22	161	74	73
TEXAS	119	182	192	459
UTAH	3	12	16	76
VERMONT	2	18	8	12
VIRGINIA	45	55	79	85
WASHINGTON	14	134	128	34
WEST VIRGINIA	25	48	21	98
WISCONSIN	14	95	138	16
WYOMING	3	21	17	9
AMERICAN SAMOA	.	.	.	.
GUAM	4	10	2	2
NORTHERN MARIANAS	1	2	0	0
PALAU	.	.	.	.
VIRGIN ISLANDS	0	0	1	.
U.S. AND OUTLYING AREAS	2,454	6.976	5.611	3,707
50 STATES, D.C. & P.R.	2,449	6.964	5.608	3.705

Please see data notes for an explanation of individual State differences.
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Arizona and South Carolina data based on the December 1, 1997 count.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AH5

Number of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, December 1, 1998

STATE	DEVELOPMENTAL DELAY PROGRAMS	HOME	HOSPITAL (INPATIENT)	SERVICE PROVIDER LOCATION
ALABAMA	812	523	4	326
ALASKA	38	445	1	2
ARIZONA	497	1,140	3	84
ARKANSAS	1,166	669	1	63
CALIFORNIA	0	4,581	0	2,113
COLORADO	481	1,233	126	378
CONNECTICUT	62	2,824	1	95
DELAWARE	119	248	6	107
DISTRICT OF COLUMBIA	191	28	.	18
FLORIDA	1,272	3,432	144	6,896
GEORGIA	7	82	1	66
HAWAII	709	2,045	6	59
IDAHO	279	668	1	97
ILLINOIS	2,289	1,555	0	557
INDIANA	970	3,253	3	942
IOWA	92	771	0	12
KANSAS	236	1,429	2	107
KENTUCKY	.	3,272	.	3,323
LOUISIANA	137	1,161	3	306
MAINE	23	168	106	268
MARYLAND	1,392	2,468	2	133
MASSACHUSETTS	.	9,803	.	.
MICHIGAN	1,237	4,212	60	251
MINNESOTA	547	2,085	7	61
MISSISSIPPI	0	1,155	698	278
MISSOURI	594	1,250	22	480
MONTANA	8	525	3	31
NEBRASKA	150	578	2	3
NEVADA	239	312	4	467
NEW HAMPSHIRE	30	873	.	.
NEW JERSEY	580	3,326	25	88
NEW MEXICO	326	726	0	74
NEW YORK	5,378	14,402	52	47
NORTH CAROLINA	420	3,439	0	0
NORTH DAKOTA	7	278	0	7
OHIO	1,348	2,028	46	197
OKLAHOMA	17	1,920	15	36
OREGON	650	850	3	54
PENNSYLVANIA	352	6,457	3	108
PUERTO RICO	2,065	37	0	484
RHODE ISLAND	224	495	.	56
SOUTH CAROLINA	45	1,323	6	799
SOUTH DAKOTA	104	338	3	43
TENNESSEE	722	1,568	17	829
TEXAS	61	11,395	9	76
UTAH	553	1,151	0	95
VERMONT	81	286	0	14
VIRGINIA	603	993	5	476
WASHINGTON	1,317	673	4	202
WEST VIRGINIA	274	1,213	2	221
WISCONSIN	1,367	2,163	21	278
WYOMING	74	277	0	20
AMERICAN SAMOA	26	442	29	26
GUAM	73	151	0	0
NORTHERN MARIANAS	4	27	0	5
PALAU	.	.	.	.
VIRGIN ISLANDS	0	32	0	55
U.S. AND OUTLYING AREAS	30,248	108,778	1,446	21,813
50 STATES, D.C. & P.R.	30,145	108,126	1,417	21,727

Please see data notes for an explanation of individual State differences.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
Arizona and North Carolina data based on December 1, 1997 count.
During the 1997-98 school year, Developmental Delay Programs were called Early Intervention Classroom/Center.
During the 1997-98 school year, Typically Developing Programs was called Regular Nursery School/Child Care Center.
During the 1997-98 school year, Service Provider Location was called Outpatient Service Facility.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH5

Number of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C, December 1, 1998

STATE	TYPICALLY DEVELOPING PROGRAMS	RESIDENTIAL FACILITY	OTHER SETTING	ALL SETTINGS
ALABAMA	16	18	27	1,726
ALASKA	5	3	5	499
ARIZONA	1	0	25	1,752
ARKANSAS	77	35	0	2,011
CALIFORNIA	0	0	0	6,694
COLORADO	195	1	46	2,460
CONNECTICUT	445	0	0	3,427
DELAWARE	27	0	305	812
DISTRICT OF COLUMBIA	12	.	.	249
FLORIDA	11	12	141	11,908
GEORGIA	3	0	0	159
HAWAII	294	0	2	3,115
IDAHO	10	0	1	1,056
ILLINOIS	46	0	356	4,803
INDIANA	189	5	177	5,539
IOWA	83	1	3	962
KANSAS	102	0	8	1,884
KENTUCKY	.	.	547	7,142
LOUISIANA	25	3	77	1,712
MAINE	132	52	12	761
MARYLAND	115	1	7	4,118
MASSACHUSETTS	.	.	.	9,803
MICHIGAN	16	1	140	5,917
MINNESOTA	0	7	3	2,710
MISSISSIPPI	141	0	0	2,272
MISSOURI	152	5	.	2,503
MONTANA	13	0	0	580
NEBRASKA	0	5	2	740
NEVADA	44	0	0	1,066
NEW HAMPSHIRE	27	.	54	984
NEW JERSEY	260	11	106	4,396
NEW MEXICO	36	0	15	1,177
NEW YORK	562	7	144	20,592
NORTH CAROLINA	879	0	24	4,952
NORTH DAKOTA	7	0	5	304
OHIO	72	0	67	3,758
OKLAHOMA	68	2	45	2,103
OREGON	51	14	2	1,624
PENNSYLVANIA	262	4	1,003	8,189
PUERTO RICO	6	0	0	2,592
RHODE ISLAND	79	.	103	957
SOUTH CAROLINA	9	0	12	2,194
SOUTH DAKOTA	62	2	43	595
TENNESSEE	157	0	74	3,367
TEXAS	1,236	18	82	12,877
UTAH	21	0	8	1,828
VERMONT	0	0	0	381
VIRGINIA	450	23	19	2,569
WASHINGTON	191	0	17	2,404
WEST VIRGINIA	8	0	0	1,718
WISCONSIN	109	0	15	3,953
WYOMING	30	0	.	401
AMERICAN SAMOA	0	2	0	525
GUAM	7	0	0	231
NORTHERN MARIANAS	0	0	0	36
PALAU	.	.	.	.
VIRGIN ISLANDS	3	1	0	91
U.S. AND OUTLYING AREAS	6,746	233	3,722	173,178
50 STATES, D.C. & P.R.	6,736	230	3,722	172,295

Please see data notes for an explanation of individual State differences.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
Arizona and North Carolina data based on December 1, 1997 count.
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During the 1997-98 school year, Typically Developing Programs was called Regular Nursery School/Child Care Center.
During the 1997-98 school year, Service Provider Location was called Outpatient Service Facility.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH6

Number of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1998-99 School Year

STATE	COMPLETE PRIOR TO MAX AGE	PART B ELIGIBLE	EXIT TO OTHER PROGRAMS	EXIT WITH NO REFERRALS	ELIGIBILITY NOT DETERMINED
ALABAMA	0	877	135	13	0
ALASKA	37	161	0	11	47
ARIZONA	.	.	.	.	.
ARKANSAS	103	558	63	36	23
CALIFORNIA	4.496	8,684	4.447	0	0
COLORADO	40	448	32	17	18
CONNECTICUT	509	1,338	323	255	108
DELAWARE	16	200	128	252	51
DISTRICT OF COLUMBIA	20	33	25	2	1
FLORIDA	2.601	3.494	2,287	40	0
GEORGIA	0	0	0	0	0
HAWAII	230	254	316	119	248
IDAHO	0	0	0	0	0
ILLINOIS	553	310	37	725	13
INDIANA	739	1,044	932	387	22
IOWA	66	354	85	42	2
KANSAS	283	948	73	41	21
KENTUCKY	129	0	0	0	1,318
LOUISIANA	33	288	17	0	35
MAINE	200	0	0	0	33
MARYLAND	566	1,286	130	559	0
MASSACHUSETTS	1,117	3,604	422	370	331
MICHIGAN	170	1,914	60	222	639
MINNESOTA	674	2,288	0	0	21
MISSISSIPPI	501	1,156	369	319	418
MISSOURI	90	439	328	26	50
MONTANA	56	144	34	33	17
NEBRASKA	0	705	0	0	150
NEVADA	54	116	4	382	12
NEW HAMPSHIRE	61	409	1	0	0
NEW JERSEY	407	1,693	283	79	792
NEW MEXICO	27	163	55	22	118
NEW YORK	2,122	8,893	11	197	2,326
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	16	138	12	8	3
OHIO	115	326	106	185	0
OKLAHOMA	144	315	93	77	129
OREGON	32	0	0	3	0
PENNSYLVANIA	817	3,201	10	315	761
PUERTO RICO	189	829	46	6	45
RHODE ISLAND	71	338	101	35	0
SOUTH CAROLINA	349	710	75	84	219
SOUTH DAKOTA	8	177	19	20	10
TENNESSEE	452	1,446	176	139	161
TEXAS	1,638	4,424	543	272	1,754
UTAH	.	.	.	.	.
VERMONT	10	227	18	8	2
VIRGINIA	282	1,028	226	225	0
WASHINGTON	153	1,013	98	58	106
WEST VIRGINIA	87	0	0	0	0
WISCONSIN	229	213	0	0	192
WYOMING	19	183	14	5	0
AMERICAN SAMOA	16	0	10	0	0
GUAM	0	18	4	46	0
NORTHERN MARIANAS	2	17	1	0	2
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	20,529	56,404	12,149	5,635	10,198
50 STATES, D.C. & P.R.	20,511	56,369	12,134	5,589	10.196

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH6

Number of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, During the 1998-99 School Year

STATE	DECEASED	MOVED OUT OF STATE	WITHDRAWAL BY PARENT	UNSUCCESSFUL CONTACT	TOTAL
ALABAMA	29	104	106	214	1.478
ALASKA	1	44	56	0	357
ARIZONA	.	.	.	.	.
ARKANSAS	18	110	176	105	1,192
CALIFORNIA	429	0	0	0	18,056
COLORADO	24	178	186	190	1,133
CONNECTICUT	20	149	286	121	3.109
DELAWARE	2	11	12	2	674
DISTRICT OF COLUMBIA	3	7	6	7	104
FLORIDA	116	0	1,274	1,290	11,102
GEORGIA	0	2	4	5	11
HAWAII	12	130	310	91	1,710
IDAHO	0	0	0	0	0
ILLINOIS	23	95	374	416	2,546
INDIANA	50	255	477	114	4,020
IOWA	15	53	32	9	658
KANSAS	18	199	95	58	1,736
KENTUCKY	26	92	276	134	1,975
LOUISIANA	13	36	48	0	470
MAINE	4	177	276	0	690
MARYLAND	20	161	444	131	3,297
MASSACHUSETTS	185	0	395	366	6,790
MICHIGAN	42	187	121	1,011	4,366
MINNESOTA	17	49	4	0	3,053
MISSISSIPPI	222	274	453	356	4,068
MISSOURI	34	61	145	142	1,315
MONTANA	9	65	56	18	432
NEBRASKA	4	0	8	0	867
NEVADA	14	111	89	74	856
NEW HAMPSHIRE	2	53	34	97	657
NEW JERSEY	46	207	209	179	3,895
NEW MEXICO	7	67	77	17	553
NEW YORK	81	501	646	442	15,219
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	3	35	16	5	236
OHIO	20	116	167	54	1.089
OKLAHOMA	21	196	238	102	1.315
OREGON	6	33	38	65	177
PENNSYLVANIA	56	196	901	137	6,394
PUERTO RICO	31	76	53	112	1.387
RHODE ISLAND	7	43	124	60	779
SOUTH CAROLINA	40	104	243	85	1.909
SOUTH DAKOTA	3	19	25	11	292
TENNESSEE	66	193	651	567	3,851
TEXAS	125	590	2,906	1.185	13.437
UTAH	.	.	.	.	.
VERMONT	4	25	8	19	321
VIRGINIA	20	256	183	165	2,385
WASHINGTON	20	84	151	83	1.766
WEST VIRGINIA	11	31	40	10	179
WISCONSIN	30	211	191	114	1,180
WYOMING	3	34	14	7	279
AMERICAN SAMOA	3	4	3	0	36
GUAM	3	14	23	12	120
NORTHERN MARIANAS	5	2	0	1	30
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,963	5.640	12,650	8.383	133,551
50 STATES, D.C. & P.R.	1,952	5.620	12,624	8.370	133.365

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH7

Number of Infants and Toddlers Ages Birth Through 2 Served Under IDEA, Part C by Race/Ethnicity, During the 1999-2000 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	MISSING
ALABAMA	2	14	1,011	33	765	0
ALASKA	225	35	21	22	254	0
ARIZONA	200	27	121	783	1,150	0
ARKANSAS	5	18	793	38	1,166	0
CALIFORNIA	64	942	1,753	6,874	5,746	5,700
COLORADO	21	59	172	876	1,870	0
CONNECTICUT	13	90	526	523	2,202	0
DELAWARE	2	11	259	77	482	102
DISTRICT OF COLUMBIA	0	1	167	34	10	0
FLORIDA	12	80	3,073	1,703	6,678	0
GEORGIA	4	54	1,415	209	1,962	87
HAWAII	15	2,596	70	69	335	0
IDAHO	23	11	11	161	998	0
ILLINOIS	11	118	1,464	926	4,039	1,546
INDIANA	6	68	981	248	5,924	0
IOWA	8	13	50	52	991	0
KANSAS	20	39	232	247	1,649	0
KENTUCKY	0	0	0	0	0	2,885
LOUISIANA	13	21	858	24	1,049	0
MAINE	5	7	5	3	728	0
MARYLAND	4	94	1,369	173	2,192	453
MASSACHUSETTS	19	249	852	1,410	6,577	1,891
MICHIGAN	76	76	1,269	263	5,161	0
MINNESOTA	55	59	173	116	2,449	0
MISSISSIPPI	4	7	1,249	30	982	0
MISSOURI	4	25	425	41	2,099	72
MONTANA	130	9	7	17	465	0
NEBRASKA	11	10	44	49	838	0
NEVADA	6	46	141	244	630	0
NEW HAMPSHIRE	9	10	10	20	930	0
NEW JERSEY	1	197	978	659	2,908	0
NEW MEXICO	219	9	19	601	413	0
NEW YORK	54	300	1,897	1,777	9,607	9,864
NORTH CAROLINA	78	94	1,560	218	2,381	0
NORTH DAKOTA	47	3	8	6	264	0
OHIO	14	71	1,442	180	5,408	0
OKLAHOMA	195	26	252	115	1,630	0
OREGON	30	40	49	229	1,437	0
PENNSYLVANIA	16	169	1,789	628	5,587	0
PUERTO RICO	0	0	0	2,975	1	0
RHODE ISLAND	9	15	62	198	735	0
SOUTH CAROLINA	2	20	1,091	47	1,244	0
SOUTH DAKOTA	180	2	4	5	420	0
TENNESSEE	4	43	1,020	86	2,604	0
TEXAS	22	274	2,040	6,002	6,023	0
UTAH	199	30	24	163	1,674	3
VERMONT	6	11	8	5	379	0
VIRGINIA	4	63	849	139	1,817	138
WASHINGTON	92	104	124	397	1,894	170
WEST VIRGINIA	1	5	39	1	787	0
WISCONSIN	58	86	965	315	3,205	0
WYOMING	30	4	10	37	320	0
AMERICAN SAMOA	0	31	0	0	0	0
GUAM	0	217	7	16	2	0
NORTHERN MARIANAS	0	39	0	1	0	0
PALAU	0	3	0	0	0	0
VIRGIN ISLANDS	0	0	81	15	5	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	2,228	6,645	32,839	30,080	111,066	22,911
50 STATES, D.C. & P.R.	2,228	6,355	32,751	30,048	111,059	22,911

Data based on the December 1, 1999 count, updated as of September 25, 2000.

Arizona child count data based on the December 1, 1998 count.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH7

Percentage of Infants and Toddlers Ages Birth Through 2 Served Under IDEA, Part C by Race/Ethnicity, During the 1999-2000 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.11	0.77	55.40	1.81	41.92
ALASKA	40.39	6.28	3.77	3.95	45.60
ARIZONA	8.77	1.18	5.30	34.33	50.42
ARKANSAS	0.25	0.89	39.26	1.88	57.72
CALIFORNIA	0.42	6.13	11.40	44.70	37.36
COLORADO	0.70	1.97	5.74	29.22	62.37
CONNECTICUT	0.39	2.68	15.68	15.59	65.65
DELAWARE	0.24	1.32	31.17	9.27	58.00
DISTRICT OF COLUMBIA	0.00	0.47	78.77	16.04	4.72
FLORIDA	0.10	0.69	26.62	14.75	57.84
GEORGIA	0.11	1.48	38.83	5.74	53.84
HAWAII	0.49	84.15	2.27	2.24	10.86
IDAHO	1.91	0.91	0.91	13.37	82.89
ILLINOIS	0.17	1.80	22.32	14.12	61.59
INDIANA	0.08	0.94	13.57	3.43	81.97
IOWA	0.72	1.17	4.49	4.67	88.96
KANSAS	0.91	1.78	10.61	11.29	75.40
KENTUCKY	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.66	1.07	43.66	1.22	53.38
MAINE	0.67	0.94	0.67	0.40	97.33
MARYLAND	0.10	2.45	35.73	4.51	57.20
MASSACHUSETTS	0.21	2.73	9.36	15.48	72.22
MICHIGAN	1.11	1.11	18.54	3.84	75.40
MINNESOTA	1.93	2.07	6.07	4.07	85.87
MISSISSIPPI	0.18	0.31	54.97	1.32	43.22
MISSOURI	0.15	0.96	16.38	1.58	80.92
MONTANA	20.70	1.43	1.11	2.71	74.04
NEBRASKA	1.16	1.05	4.62	5.15	88.03
NEVADA	0.56	4.31	13.21	22.87	59.04
NEW HAMPSHIRE	0.92	1.02	1.02	2.04	94.99
NEW JERSEY	0.02	4.15	20.62	13.89	61.31
NEW MEXICO	17.37	0.71	1.51	47.66	32.75
NEW YORK	0.40	2.20	13.91	13.03	70.46
NORTH CAROLINA	1.80	2.17	36.02	5.03	54.98
NORTH DAKOTA	14.33	0.91	2.44	1.83	80.49
OHIO	0.20	1.00	20.27	2.53	76.01
OKLAHOMA	8.79	1.17	11.36	5.18	73.49
OREGON	1.68	2.24	2.75	12.83	80.50
PENNSYLVANIA	0.20	2.06	21.85	7.67	68.23
PUERTO RICO	0.00	0.00	0.00	99.97	0.03
RHODE ISLAND	0.88	1.47	6.08	19.43	72.13
SOUTH CAROLINA	0.08	0.83	45.38	1.96	51.75
SOUTH DAKOTA	29.46	0.33	0.65	0.82	68.74
TENNESSEE	0.11	1.14	27.15	2.29	69.31
TEXAS	0.15	1.91	14.21	41.79	41.94
UTAH	9.52	1.44	1.15	7.80	80.10
VERMONT	1.47	2.69	1.96	1.22	92.67
VIRGINIA	0.14	2.19	29.56	4.84	63.27
WASHINGTON	3.52	3.98	4.75	15.20	72.54
WEST VIRGINIA	0.12	0.60	4.68	0.12	94.48
WISCONSIN	1.25	1.86	20.85	6.80	69.24
WYOMING	7.48	1.00	2.49	9.23	79.80
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	89.67	2.89	6.61	0.83
NORTHERN MARIANAS	0.00	97.50	0.00	2.50	0.00
PALAU	0.00	100.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	80.20	14.85	4.95
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.22	3.63	17.96	16.45	60.74
50 STATES, D.C. & P.R.	1.22	3.48	17.95	16.47	60.87

Percentages are based on the number of infants and toddlers for whom race/ethnicity data were known.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

Arizona child count data based on the December 1, 1998 count.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AH8

Number of Infants and Toddlers Ages Birth Through 2 Served Under IDEA, Part C by Race/Ethnicity: At Risk, December 1, 1999

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE	MISSING
CALIFORNIA	34	628	1,246	4,643	3,633	5,111
HAWAII	8	1,479	20	27	87	0
INDIANA	0	0	102	8	376	0
MASSACHUSETTS	6	6	60	100	223	87
NEVADA	0	1	9	1	16	0
NEW HAMPSHIRE	0	0	1	1	18	0
NEW MEXICO	80	1	13	220	152	0
NORTH CAROLINA	15	10	150	36	329	0
WEST VIRGINIA	1	2	12	1	114	0
GUAM	0	13	0	0	0	0
U.S. AND OUTLYING AREAS	144	2,140	1,613	5,037	4,948	5,198

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH8

Percentage of Infants and Toddlers Ages Birth Through 2 Served Under IDEA, Part C by Race/Ethnicity: At Risk, December 1, 1999

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
CALIFORNIA	0.33	6.17	12.23	45.59	35.67
HAWAII	0.49	91.24	1.23	1.67	5.37
INDIANA	0.00	0.00	20.99	1.65	77.37
MASSACHUSETTS	1.52	1.52	15.19	25.32	56.46
NEVADA	0.00	3.70	33.33	3.70	59.26
NEW HAMPSHIRE	0.00	0.00	5.00	5.00	90.00
NEW MEXICO	17.17	0.21	2.79	47.21	32.62
NORTH CAROLINA	2.78	1.85	27.78	6.67	60.93
WEST VIRGINIA	0.77	1.54	9.23	0.77	87.69
GUAM	0.00	100.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	1.04	15.42	11.62	36.28	35.64

Percentages are based on the number of infants and toddlers for whom race/ethnicity data were known.

Data based on the December 1, 1999 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AH9

Percentage of Students Ages Birth Through 2 Served Under IDEA, Part C by Race/Ethnicity, Based on Estimated Population, During the 1999-2000 School Year

STATE	AMERICAN INDIAN/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	WHITE
ALABAMA	0.55	0.92	1.87	0.82	0.65
ALASKA	3.13	2.65	1.82	0.87	1.43
ARIZONA	1.47	0.59	2.00	0.86	0.97
ARKANSAS	0.66	1.57	3.71	0.84	1.47
CALIFORNIA	1.18	0.60	2.09	0.89	1.07
COLORADO	1.88	1.13	2.71	1.86	1.60
CONNECTICUT	5.00	1.92	4.03	2.26	2.44
DELAWARE	6.06	1.40	3.77	3.26	2.34
DISTRICT OF COLUMBIA	0.00	0.30	1.47	1.48	0.38
FLORIDA	0.73	0.64	2.66	1.49	2.01
GEORGIA	0.75	0.61	1.27	0.93	0.92
HAWAII	5.86	8.46	5.99	0.33	3.40
IDAHO	3.67	1.50	5.70	2.03	2.14
ILLINOIS	2.18	0.59	1.59	0.89	1.28
INDIANA	1.85	2.11	4.13	2.00	2.83
IOWA	1.63	0.53	1.73	0.90	1.01
KANSAS	2.62	1.45	3.23	1.91	1.86
KENTUCKY	.	.	.	.	.
LOUISIANA	1.66	0.74	1.15	0.31	0.99
MAINE	1.67	1.24	2.67	0.33	1.90
MARYLAND	0.70	0.95	2.02	1.06	1.86
MASSACHUSETTS	3.23	1.41	3.60	3.65	4.03
MICHIGAN	3.80	0.81	2.00	1.02	1.76
MINNESOTA	1.75	0.64	1.92	0.94	1.51
MISSISSIPPI	0.68	0.64	2.34	1.40	1.50
MISSOURI	0.63	0.73	1.42	0.50	1.19
MONTANA	3.52	3.01	9.33	1.15	1.79
NEBRASKA	1.06	0.70	1.34	0.80	1.46
NEVADA	0.55	1.03	2.41	0.97	1.22
NEW HAMPSHIRE	10.59	1.50	3.94	1.27	2.25
NEW JERSEY	0.27	0.77	1.88	0.95	1.55
NEW MEXICO	2.51	0.89	1.85	1.36	1.68
NEW YORK	3.47	0.62	1.71	0.94	2.43
NORTH CAROLINA	1.58	1.41	2.03	1.16	1.09
NORTH DAKOTA	2.08	0.93	3.11	0.76	1.34
OHIO	1.75	1.00	2.34	32.13	0.05
OKLAHOMA	1.46	1.06	1.98	0.92	1.59
OREGON	1.71	0.66	2.11	1.16	1.37
PENNSYLVANIA	2.57	1.64	3.49	2.27	1.66
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	2.88	1.16	3.27	3.48	2.61
SOUTH CAROLINA	0.61	1.12	2.14	0.98	1.29
SOUTH DAKOTA	3.96	0.60	1.69	0.57	1.77
TENNESSEE	1.19	1.34	2.25	1.37	1.55
TEXAS	1.36	1.02	2.00	1.32	1.43
UTAH	12.03	0.74	3.64	1.07	1.53
VERMONT	75.00	4.89	16.00	1.52	2.05
VIRGINIA	0.72	0.49	1.44	0.60	1.00
WASHINGTON	2.08	0.60	1.46	1.06	1.09
WEST VIRGINIA	5.56	2.13	3.43	0.15	1.37
WISCONSIN	2.78	1.58	6.30	2.29	1.97
WYOMING	5.02	3.08	6.49	1.75	2.12
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES & D.C.	2.24	1.26	2.10	1.37	1.50

Please see data notes for an explanation of individual State differences.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Resident population data are provided from the Population Estimates Program, Population Division, U.S. Census Bureau for July 1999.
Data based on the December 1, 1999 count, updated as of September 25, 2000.
Arizona data based on December 1, 1998 count.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	0	0	3	2	1	0
ALASKA	0	28	4	42	54	19
ARIZONA	.	.	.	.	.	.
ARKANSAS	0	0	0	0	0	0
CALIFORNIA	0	3	0	4	0	0
COLORADO	0	0	5	3	5	0
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	2	2	9	2	8	47
GEORGIA	0	0	0	0	0	0
HAWAII	0	2	4	0	2	2
IDAHO	.	.	.	.	.	.
ILLINOIS	0	0	1	0	0	0
INDIANA	0	0	0	0	0	0
IOWA	0	0	0	0	0	0
KANSAS	4	1	11	1	0	1
KENTUCKY	0	0	2	0	0	0
LOUISIANA	1	3	3	1	2	1
MAINE	.	.	.	.	.	.
MARYLAND	0	0	0	0	0	0
MASSACHUSETTS	.	1	20	20	.	2
MICHIGAN	1	4	27	25	12	21
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	0	0	1	0	0	0
MONTANA	15	18	122	19	35	6
NEBRASKA	0	0	0	3	0	2
NEVADA	3	6	14	0	3	0
NEW HAMPSHIRE	.	.	2	.	.	.
NEW JERSEY	0	0	0	0	0	0
NEW MEXICO	0	21	22	20	11	7
NEW YORK	1	1	2	0	0	0
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	9	7	29	1	4	5
OHIO	1	1	0	0	1	1
OKLAHOMA	0	0	0	0	0	5
OREGON	0	4	17	5	6	1
PENNSYLVANIA	0	0	1	0	0	0
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	0	0	2	0	0	0
SOUTH CAROLINA	0	1	0	0	0	0
SOUTH DAKOTA	1	7	12	0	1	1
TENNESSEE	0	0	4	1	3	0
TEXAS	3	1	4	0	0	1
UTAH	2	23	60	0	0	21
VERMONT	0	0	1	0	1	1
VIRGINIA	0	0	0	0	1	1
WASHINGTON	5	8	43	17	15	17
WEST VIRGINIA	0	1	0	0	0	0
WISCONSIN	1	1	6	0	0	5
WYOMING	3	1	7	6	1	3
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	52	145	438	172	166	170
50 STATES, D.C. & P.R.	52	145	438	172	166	170

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	0	5	3	0	0	0
ALASKA	26	31	52	1	13	11
ARIZONA	.	.	.	.	.	.
ARKANSAS	0	0	0	0	0	0
CALIFORNIA	0	1	2	0	3	0
COLORADO	0	3	2	0	1	1
CONNECTICUT	0	3	2	0	0	0
DELAWARE	0	1	1	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	0	5	5	4	0	30
GEORGIA	0	0	0	0	0	0
HAWAII	0	3	3	0	2	3
IDAHO	.	.	.	.	.	.
ILLINOIS	1	2	2	0	0	0
INDIANA	0	1	1	0	0	0
IOWA	0	0	0	0	0	1
KANSAS	5	7	8	0	0	5
KENTUCKY	0	1	1	0	0	0
LOUISIANA	3	6	3	0	0	0
MAINE	.	.	.	.	.	.
MARYLAND	0	2	2	0	0	0
MASSACHUSETTS	0	2	2	1	.	3
MICHIGAN	14	14	11	6	5	25
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0	1	0	0	0	0
MISSOURI	1	2	2	0	0	0
MONTANA	31	34	33	3	71	25
NEBRASKA	5	9	9	2	2	0
NEVADA	2	4	7	4	1	6
NEW HAMPSHIRE	.	2	1	.	.	.
NEW JERSEY	3	2	2	0	0	1
NEW MEXICO	19	59	68	3	4	1
NEW YORK	0	0	4	13	0	1
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	11	14	13	3	5	12
OHIO	0	3	3	0	2	0
OKLAHOMA	0	17	28	1	0	0
OREGON	1	14	10	0	0	7
PENNSYLVANIA	0	5	5	0	0	0
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	1	0	3	0	.	0
SOUTH CAROLINA	1	1	1	0	0	0
SOUTH DAKOTA	7	43	52	0	.	0
TENNESSEE	3	1	1	0	0	2
TEXAS	0	6	5	0	0	1
UTAH	0	18	10	1	0	3
VERMONT	1	5	2	0	0	0
VIRGINIA	0	1	2	0	0	1
WASHINGTON	7	37	20	3	4	28
WEST VIRGINIA	1	0	1	0	0	0
WISCONSIN	1	25	16	0	.	3
WYOMING	4	17	12	4	1	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	148	407	410	49	114	170
50 STATES, D.C. & P.R.	148	407	410	49	114	170

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	4	7	0	0	7
ALASKA	151	72	1	9	0
ARIZONA	.	.	.	.	.
ARKANSAS	0	0	0	0	0
CALIFORNIA	20	8	1	3	2
COLORADO	7	1	2	3	1
CONNECTICUT	6	3	0	0	0
DELAWARE	2	1	0	0	2
DISTRICT OF COLUMBIA	0	0	0	0	.
FLORIDA	0	8	3	2	16
GEORGIA	0	0	0	0	0
HAWAII	2	5	1	1	0
IDAHO	.	.	.	.	.
ILLINOIS	2	2	0	0	0
INDIANA	3	2	1	0	0
IOWA	6	0	0	0	0
KANSAS	9	9	3	4	1
KENTUCKY	3	2	0	0	1
LOUISIANA	13	3	0	1	7
MAINE	.	.	.	.	.
MARYLAND	3	3	0	1	0
MASSACHUSETTS	5	3	5	1	.
MICHIGAN	15	15	11	2	29
MINNESOTA	.	.	.	.	.
MISSISSIPPI	2	1	0	0	0
MISSOURI	2	2	0	0	0
MONTANA	35	30	14	6	122
NEBRASKA	0	15	2	1	1
NEVADA	14	7	0	1	14
NEW HAMPSHIRE	2	1	.	.	3
NEW JERSEY	4	2	0	0	0
NEW MEXICO	129	101	14	14	168
NEW YORK	0	13	16	8	0
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	21	9	8	6	2
OHIO	3	4	3	0	23
OKLAHOMA	70	45	0	0	5
OREGON	8	23	16	2	6
PENNSYLVANIA	9	6	0	2	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	2	0	1	0
SOUTH CAROLINA	2	0	0	1	1
SOUTH DAKOTA	146	112	99	3	.
TENNESSEE	5	1	0	1	1
TEXAS	13	7	0	0	0
UTAH	50	26	26	10	0
VERMONT	3	2	1	0	0
VIRGINIA	2	2	0	0	0
WASHINGTON	60	50	21	3	8
WEST VIRGINIA	2	1	0	0	0
WISCONSIN	31	30	15	2	1
WYOMING	12	14	9	2	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	1	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	877	650	272	90	421
50 STATES, D.C. & P.R.	876	650	272	90	421

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

ASIAN/PACIFIC ISLANDER

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	0	0	2	0	0	1
ALASKA	0	18	0	3	9	2
ARIZONA	.	.	.	.	.	.
ARKANSAS	0	0	5	0	0	1
CALIFORNIA	3	15	11	96	0	20
COLORADO	7	6	16	9	13	3
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	1	1	0	0	0
DISTRICT OF COLUMBIA	0	1	1	0	1	1
FLORIDA	10	9	51	8	42	26
GEORGIA	0	0	0	0	0	0
HAWAII	82	128	1,545	77	114	677
IDAHO	.	.	.	.	.	.
ILLINOIS	0	0	0	0	1	0
INDIANA	5	6	0	0	1	2
IOWA	0	1	0	0	0	0
KANSAS	5	9	8	0	2	1
KENTUCKY	2	3	14	0	0	1
LOUISIANA	0	3	1	2	6	1
MAINE	.	.	.	.	.	.
MARYLAND	0	13	12	0	0	3
MASSACHUSETTS	.	8	255	255	.	21
MICHIGAN	0	3	22	22	5	22
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0	1	1	0	0	0
MISSOURI	1	2	5	0	0	1
MONTANA	1	4	8	1	2	0
NEBRASKA	0	0	1	2	0	0
NEVADA	6	2	42	4	9	0
NEW HAMPSHIRE	.	.	3	.	.	.
NEW JERSEY	1	8	7	0	5	2
NEW MEXICO	0	0	1	0	0	0
NEW YORK	7	15	24	0	0	0
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	0	0	2	1	1	0
OHIO	2	2	3	5	6	4
OKLAHOMA	0	0	0	0	0	1
OREGON	0	1	5	0	1	0
PENNSYLVANIA	0	11	1	0	0	7
PUERTO RICO	0	0	0	0	1	1
RHODE ISLAND	0	0	2	0	0	0
SOUTH CAROLINA	0	0	0	0	2	0
SOUTH DAKOTA	0	0	1	0	0	0
TENNESSEE	3	4	27	3	6	5
TEXAS	20	13	39	5	3	4
UTAH	2	11	24	0	0	4
VERMONT	0	0	0	0	1	0
VIRGINIA	2	1	5	0	2	1
WASHINGTON	6	10	21	7	8	6
WEST VIRGINIA	1	0	0	0	0	0
WISCONSIN	1	1	11	0	1	7
WYOMING	0	1	2	2	1	0
AMERICAN SAMOA	0	1	0	0	0	2
GUAM	2	104	180	0	0	12
NORTHERN MARIANAS	0	23	7	0	5	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	169	439	2,366	502	248	839
50 STATES, D.C. & P.R.	167	311	2,179	502	243	825

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

ASIAN/PACIFIC ISLANDER

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	0	3	4	1	0	1
ALASKA	5	12	4	0	1	2
ARIZONA	.	.	.	.	.	.
ARKANSAS	1	3	3	0	0	1
CALIFORNIA	5	95	43	26	62	11
COLORADO	6	20	21	0	7	0
CONNECTICUT	0	22	29	0	0	3
DELAWARE	0	1	2	0	0	0
DISTRICT OF COLUMBIA	1	1	1	0	0	1
FLORIDA	0	26	28	15	0	169
GEORGIA	0	0	0	0	0	0
HAWAII	237	462	431	85	201	627
IDAHO	.	.	.	.	.	.
ILLINOIS	2	2	3	0	2	0
INDIANA	3	20	27	0	0	0
IOWA	0	5	4	1	0	1
KANSAS	3	18	12	1	3	5
KENTUCKY	1	10	11	0	2	0
LOUISIANA	0	5	6	0	0	1
MAINE	.	.	.	.	.	.
MARYLAND	0	32	51	2	1	1
MASSACHUSETTS	5	26	24	16	.	32
MICHIGAN	7	30	30	6	4	27
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0	1	0	0	1	0
MISSOURI	1	7	10	0	0	0
MONTANA	2	1	1	0	2	1
NEBRASKA	2	5	5	0	1	0
NEVADA	10	9	20	4	0	6
NEW HAMPSHIRE	.	5	4	.	.	.
NEW JERSEY	4	17	34	0	2	7
NEW MEXICO	2	1	4	0	0	0
NEW YORK	5	69	93	0	8	13
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	0	3	2	3	0	0
OHIO	4	12	12	1	4	5
OKLAHOMA	0	5	7	0	0	0
OREGON	0	14	18	1	0	0
PENNSYLVANIA	0	75	72	5	0	8
PUERTO RICO	0	1	1	0	0	1
RHODE ISLAND	3	0	6	0	.	0
SOUTH CAROLINA	3	2	2	0	0	0
SOUTH DAKOTA	0	1	1	0	.	0
TENNESSEE	3	8	11	0	0	9
TEXAS	30	81	61	6	1	11
UTAH	0	17	15	0	0	3
VERMONT	2	2	3	0	2	0
VIRGINIA	1	15	25	0	5	2
WASHINGTON	7	33	35	1	7	9
WEST VIRGINIA	2	1	3	0	0	0
WISCONSIN	0	29	31	2	.	14
WYOMING	1	1	0	0	0	1
AMERICAN SAMOA	0	9	3	0	1	0
GUAM	7	23	55	62	0	27
NORTHERN MARIANAS	0	12	28	0	0	14
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	365	1,252	1,296	238	317	1,013
50 STATES, D.C. & P.R.	358	1,208	1,210	176	316	972

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Number of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

ASIAN/PACIFIC ISLANDER

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	2	2	1	0	3
ALASKA	32	7	0	3	0
ARIZONA	.	.	.	.	.
ARKANSAS	5	5	2	0	3
CALIFORNIA	415	112	24	20	55
COLORADO	32	17	1	5	16
CONNECTICUT	39	27	0	0	6
DELAWARE	1	2	0	0	6
DISTRICT OF COLUMBIA	0	1	0	1	.
FLORIDA	0	42	19	10	87
GEORGIA	0	0	0	0	0
HAWAII	416	543	390	109	23
IDAHO	.	.	.	.	.
ILLINOIS	7	2	0	0	0
INDIANA	34	39	1	2	0
IOWA	8	2	0	0	0
KANSAS	22	22	2	8	0
KENTUCKY	30	17	1	1	11
LOUISIANA	13	4	0	2	9
MAINE	.	.	.	.	.
MARYLAND	52	65	8	4	1
MASSACHUSETTS	59	38	66	15	.
MICHIGAN	29	31	13	3	19
MINNESOTA	.	.	.	.	.
MISSISSIPPI	2	1	0	0	0
MISSOURI	7	14	3	0	2
MONTANA	0	3	0	0	8
NEBRASKA	0	8	2	0	0
NEVADA	44	12	0	1	44
NEW HAMPSHIRE	4	7	.	.	8
NEW JERSEY	114	55	1	11	10
NEW MEXICO	6	5	0	0	3
NEW YORK	96	145	29	2	0
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	2	2	0	1	0
OHIO	9	14	2	0	78
OKLAHOMA	4	9	0	0	0
OREGON	8	19	0	1	1
PENNSYLVANIA	83	85	0	12	0
PUERTO RICO	0	1	0	0	0
RHODE ISLAND	4	4	1	0	6
SOUTH CAROLINA	4	3	0	1	1
SOUTH DAKOTA	0	2	0	0	.
TENNESSEE	26	17	9	2	9
TEXAS	157	101	2	17	0
UTAH	17	25	7	7	0
VERMONT	7	2	0	0	0
VIRGINIA	25	20	4	2	2
WASHINGTON	77	56	26	8	4
WEST VIRGINIA	5	3	2	1	0
WISCONSIN	46	57	18	1	2
WYOMING	1	4	2	1	3
AMERICAN SAMOA	0	0	0	0	0
GUAM	67	56	29	0	5
NORTHERN MARIANAS	31	18	4	2	10
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	2,042	1,726	669	253	435
50 STATES, D.C. & P.R.	1,944	1,652	636	251	420

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Table AH10

Number of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

BLACK

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	9	53	352	11	24	68
ALASKA	0	3	3	1	4	3
ARIZONA	.	.	.	.	.	.
ARKANSAS	17	77	574	12	51	51
CALIFORNIA	4	43	4	113	0	11
COLORADO	7	7	68	43	38	15
CONNECTICUT	0	4	15	0	0	3
DELAWARE	4	3	13	16	60	29
DISTRICT OF COLUMBIA	2	10	150	63	31	111
FLORIDA	426	399	2,218	23	1,847	1,110
GEORGIA	0	0	0	0	0	0
HAWAII	0	1	40	1	6	26
IDAHO	.	.	.	.	.	.
ILLINOIS	20	10	124	0	11	2
INDIANA	61	70	0	3	4	16
IOWA	4	6	5	2	2	3
KANSAS	37	28	83	30	12	41
KENTUCKY	21	28	124	0	3	5
LOUISIANA	20	166	42	94	189	46
MAINE	.	.	.	.	.	.
MARYLAND	5	148	22	36	11	113
MASSACHUSETTS	.	22	735	735	.	60
MICHIGAN	25	30	322	528	128	341
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	34	145	161	0	29	0
MISSOURI	20	10	124	0	11	2
MONTANA	0	2	5	1	1	0
NEBRASKA	0	0	3	12	0	15
NEVADA	15	5	79	3	5	0
NEW HAMPSHIRE	.	.	2	.	.	.
NEW JERSEY	9	37	36	0	12	6
NEW MEXICO	0	1	8	1	1	0
NEW YORK	39	85	275	0	0	6
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	1	3	6	1	2	2
OHIO	11	73	114	215	158	152
OKLAHOMA	1	0	3	0	0	6
OREGON	1	0	3	0	0	2
PENNSYLVANIA	3	65	44	0	1	53
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	0	10	10	0	1	0
SOUTH CAROLINA	16	88	21	23	71	38
SOUTH DAKOTA	0	1	3	0	0	0
TENNESSEE	54	202	507	175	185	282
TEXAS	146	112	400	13	20	33
UTAH	7	3	18	0	0	7
VERMONT	1	0	1	0	1	0
VIRGINIA	20	20	62	6	28	16
WASHINGTON	23	8	44	11	9	7
WEST VIRGINIA	11	5	2	0	1	3
WISCONSIN	2	2	28	2	9	142
WYOMING	2	1	3	2	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	1	3	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	1	2	20	3	41	3
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,079	1,989	6,879	2,179	3,007	2,829
50 STATES, D.C. & P.R.	1,078	1,986	6,856	2,176	2,966	2,826

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Number of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

BLACK

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	16	347	408	62	0	54
ALASKA	3	7	6	0	0	1
ARIZONA	.	.	.	.	.	.
ARKANSAS	39	285	281	57	0	95
CALIFORNIA	1	60	57	17	83	8
COLORADO	15	44	44	3	32	16
CONNECTICUT	0	78	112	1	0	25
DELAWARE	52	72	73	8	0	32
DISTRICT OF COLUMBIA	62	113	110	69	3	146
FLORIDA	0	1,122	1,191	645	0	7,177
GEORGIA	0	2	1	0	0	0
HAWAII	7	25	20	1	4	23
IDAHO	.	.	.	.	.	.
ILLINOIS	15	160	209	2	0	9
INDIANA	10	373	399	10	0	11
IOWA	1	8	15	1	1	5
KANSAS	26	74	73	27	16	65
KENTUCKY	5	93	103	3	21	2
LOUISIANA	74	219	232	2	1	23
MAINE	.	.	.	.	.	.
MARYLAND	8	335	543	13	1	22
MASSACHUSETTS	15	75	68	46	.	93
MICHIGAN	182	296	260	107	53	392
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	16	34	31	5	88	43
MISSOURI	15	160	209	2	0	9
MONTANA	2	2	2	0	3	3
NEBRASKA	11	56	39	6	7	0
NEVADA	7	13	32	6	0	3
NEW HAMPSHIRE	.	5	2	.	.	.
NEW JERSEY	13	175	280	2	2	96
NEW MEXICO	2	6	10	0	2	0
NEW YORK	10	532	611	26	99	131
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	4	4	0	1	3	0
OHIO	186	292	244	17	62	261
OKLAHOMA	0	48	38	0	0	0
OREGON	1	8	14	0	0	0
PENNSYLVANIA	23	643	668	35	0	86
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	14	16	22	0	.	1
SOUTH CAROLINA	403	254	312	31	2	23
SOUTH DAKOTA	0	4	7	0	.	0
TENNESSEE	211	244	267	26	7	347
TEXAS	154	604	409	27	7	128
UTAH	0	8	11	0	0	0
VERMONT	0	3	4	0	1	0
VIRGINIA	14	195	324	4	64	29
WASHINGTON	21	67	45	19	2	44
WEST VIRGINIA	9	21	46	3	1	7
WISCONSIN	2	363	294	13	.	364
WYOMING	0	3	4	0	2	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	3	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	4	31	50	0	0	8
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,653	7,579	8,183	1,297	567	9,782
50 STATES, D.C. & P.R.	1,649	7,548	8,130	1,297	567	9,774

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

BLACK

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	386	636	135	60	759
ALASKA	32	5	0	0	0
ARIZONA	.	.	.	.	.
ARKANSAS	574	406	257	55	166
CALIFORNIA	723	280	148	24	113
COLORADO	63	38	13	8	33
CONNECTICUT	257	126	10	4	16
DELAWARE	101	80	19	29	188
DISTRICT OF COLUMBIA	63	132	35	9	.
FLORIDA	0	1,818	828	445	3,739
GEORGIA	3	5	0	0	0
HAWAII	17	30	14	4	0
IDAHO	.	.	.	.	.
ILLINOIS	144	205	22	9	7
INDIANA	553	446	198	7	2
IOWA	45	8	8	3	6
KANSAS	98	112	40	27	1
KENTUCKY	273	152	11	9	100
LOUISIANA	614	195	15	144	300
MAINE	.	.	.	.	.
MARYLAND	605	497	217	44	2
MASSACHUSETTS	169	110	191	44	.
MICHIGAN	285	204	143	30	342
MINNESOTA	.	.	.	.	.
MISSISSIPPI	380	269	6	7	1
MISSOURI	144	205	22	9	7
MONTANA	1	1	0	0	5
NEBRASKA	0	42	12	1	7
NEVADA	98	44	0	2	98
NEW HAMPSHIRE	2	4	.	.	3
NEW JERSEY	664	298	23	44	12
NEW MEXICO	10	11	0	1	20
NEW YORK	941	1,032	541	29	0
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	2	4	1	2	0
OHIO	358	388	170	35	2,367
OKLAHOMA	67	78	0	1	14
OREGON	4	14	1	1	0
PENNSYLVANIA	947	666	4	60	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	41	29	13	1	24
SOUTH CAROLINA	590	333	12	105	154
SOUTH DAKOTA	10	8	2	0	.
TENNESSEE	565	363	261	115	70
TEXAS	1,390	708	26	95	9
UTAH	9	7	6	2	0
VERMONT	3	4	0	1	0
VIRGINIA	321	260	53	24	20
WASHINGTON	109	82	24	4	5
WEST VIRGINIA	77	41	13	3	0
WISCONSIN	585	588	401	14	10
WYOMING	5	5	1	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	3	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	26	29	0	5	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	12,354	11,001	3,896	1,516	8,600
50 STATES, D.C. & P.R.	12,328	10,969	3,896	1,511	8,600

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

HISPANIC

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	0	2	13	3	2	9
ALASKA	0	3	0	2	7	1
ARIZONA	.	.	.	.	.	.
ARKANSAS	0	5	53	1	6	6
CALIFORNIA	33	153	75	439	2	29
COLORADO	92	94	228	134	161	66
CONNECTICUT	0	3	30	0	0	2
DELAWARE	1	7	6	11	26	10
DISTRICT OF COLUMBIA	1	2	37	0	16	9
FLORIDA	201	188	1,048	19	956	526
GEORGIA	0	0	1	0	0	0
HAWAII	3	5	41	2	5	20
IDAHO	.	.	.	.	.	.
ILLINOIS	1	2	18	0	1	0
INDIANA	11	10	1	0	1	3
IOWA	3	6	2	5	4	4
KANSAS	24	25	75	11	7	13
KENTUCKY	4	5	23	0	1	1
LOUISIANA	0	3	1	2	4	0
MAINE	.	.	.	.	.	.
MARYLAND	0	17	17	0	0	2
MASSACHUSETTS	.	47	1,569	1,569	.	127
MICHIGAN	6	4	64	54	17	48
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	1	4	3	0	1	0
MISSOURI	1	2	18	0	1	0
MONTANA	7	6	19	5	3	2
NEBRASKA	0	1	3	12	0	4
NEVADA	27	19	199	7	14	0
NEW HAMPSHIRE	.	.	8	.	.	1
NEW JERSEY	12	25	26	0	9	14
NEW MEXICO	3	31	58	0	2	7
NEW YORK	15	35	203	0	0	2
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	1	2	6	1	3	2
OHIO	7	15	13	25	34	43
OKLAHOMA	0	0	1	0	0	5
OREGON	15	11	66	4	8	16
PENNSYLVANIA	10	15	18	0	0	21
PUERTO RICO	238	1,249	688	629	2,359	2,359
RHODE ISLAND	0	21	17	0	0	2
SOUTH CAROLINA	1	5	5	0	3	1
SOUTH DAKOTA	0	1	1	0	0	0
TENNESSEE	2	11	41	6	13	15
TEXAS	386	277	1,271	61	66	74
UTAH	64	10	106	0	0	41
VERMONT	1	0	1	0	1	0
VIRGINIA	4	3	11	1	5	3
WASHINGTON	14	47	145	65	78	60
WEST VIRGINIA	0	0	1	1	0	0
WISCONSIN	1	0	16	0	0	27
WYOMING	2	3	16	8	7	5
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	1	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	1	3	8	0	5	3
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,193	2,377	6,271	3,077	3,828	3,583
50 STATES, D.C. & P.R.	1,192	2,374	6,262	3,077	3,823	3,580

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

HISPANIC

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	1	18	27	0	0	3
ALASKA	2	9	11	0	0	0
ARIZONA	.	.	.	.	.	.
ARKANSAS	2	24	24	8	2	12
CALIFORNIA	2	444	253	120	571	27
COLORADO	105	193	188	11	111	56
CONNECTICUT	1	85	122	1	0	22
DELAWARE	17	23	24	0	0	6
DISTRICT OF COLUMBIA	13	28	21	0	0	9
FLORIDA	0	542	563	304	0	3,390
GEORGIA	0	1	4	0	0	0
HAWAII	7	16	21	5	10	30
IDAHO	.	.	.	.	.	.
ILLINOIS	0	13	1	0	0	1
INDIANA	5	69	73	1	0	0
IOWA	1	10	14	1	0	3
KANSAS	30	47	92	14	18	30
KENTUCKY	1	17	19	1	4	0
LOUISIANA	2	8	8	0	0	2
MAINE	.	.	.	.	.	.
MARYLAND	1	17	69	0	0	0
MASSACHUSETTS	31	160	144	97	.	198
MICHIGAN	27	59	60	4	15	76
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0	1	1	0	2	1
MISSOURI	0	13	1	0	0	1
MONTANA	4	2	2	1	1	5
NEBRASKA	12	35	28	7	6	0
NEVADA	40	55	73	12	2	19
NEW HAMPSHIRE	1	7	7	.	.	1
NEW JERSEY	12	107	195	3	1	58
NEW MEXICO	30	200	156	4	37	5
NEW YORK	2	295	386	33	47	84
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	3	3	2	0	4	0
OHIO	49	48	45	5	16	29
OKLAHOMA	0	17	22	2	0	1
OREGON	4	75	88	0	0	5
PENNSYLVANIA	6	184	231	12	0	18
PUERTO RICO	794	1,411	1,276	856	0	1,873
RHODE ISLAND	15	20	25	2	.	1
SOUTH CAROLINA	13	14	20	2	0	0
SOUTH DAKOTA	0	1	2	0	.	0
TENNESSEE	13	12	17	4	0	19
TEXAS	510	1,599	1,447	30	26	310
UTAH	0	54	43	0	0	0
VERMONT	2	3	7	0	2	0
VIRGINIA	3	30	60	2	12	5
WASHINGTON	121	142	72	16	9	44
WEST VIRGINIA	1	2	4	1	0	0
WISCONSIN	0	98	91	2	.	63
WYOMING	7	10	10	0	4	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	6	4	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,890	6,227	6,053	1,561	900	6,407
50 STATES, D.C. & P.R.	1,890	6,221	6,049	1,561	900	6,407

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Number of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

HISPANIC

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	11	27	4	1	36
ALASKA	28	4	0	0	0
ARIZONA	.	.	.	.	.
ARKANSAS	53	30	22	3	22
CALIFORNIA	2,906	483	440	122	449
COLORADO	354	154	101	70	201
CONNECTICUT	312	181	10	5	74
DELAWARE	23	32	10	8	62
DISTRICT OF COLUMBIA	7	26	13	11	.
FLORIDA	0	859	391	210	1,767
GEORGIA	3	7	0	3	0
HAWAII	11	17	10	4	1
IDAHO	.	.	.	.	.
ILLINOIS	9	13	4	3	0
INDIANA	93	80	21	2	12
IOWA	47	11	1	5	8
KANSAS	150	95	30	15	47
KENTUCKY	51	28	2	2	19
LOUISIANA	17	6	1	2	8
MAINE	.	.	.	.	.
MARYLAND	85	60	6	7	1
MASSACHUSETTS	361	235	407	94	.
MICHIGAN	68	48	19	7	56
MINNESOTA	.	.	.	.	.
MISSISSIPPI	9	7	0	0	0
MISSOURI	9	13	4	3	0
MONTANA	5	4	0	4	19
NEBRASKA	0	40	3	1	3
NEVADA	209	69	2	5	209
NEW HAMPSHIRE	5	7	.	.	9
NEW JERSEY	427	172	17	40	44
NEW MEXICO	363	238	7	5	406
NEW YORK	668	706	323	10	0
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	2	6	3	1	1
OHIO	73	64	27	8	414
OKLAHOMA	16	26	0	0	1
OREGON	38	96	39	8	31
PENNSYLVANIA	289	286	5	18	0
PUERTO RICO	1,358	1,188	514	329	0
RHODE ISLAND	74	26	61	0	106
SOUTH CAROLINA	19	16	1	8	7
SOUTH DAKOTA	4	4	3	0	.
TENNESSEE	43	23	18	4	17
TEXAS	3,633	2,562	80	207	81
UTAH	57	45	43	14	0
VERMONT	5	2	0	0	0
VIRGINIA	59	48	10	4	4
WASHINGTON	230	174	129	19	75
WEST VIRGINIA	7	2	3	0	0
WISCONSIN	126	167	61	4	4
WYOMING	16	15	3	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	5	7	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	12,338	8,409	2,848	1,266	4,194
50 STATES, D.C. & P.R.	12,333	8,402	2,848	1,266	4,194

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Table AH10

Number of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

WHITE

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	55	114	371	49	86	145
ALASKA	0	30	2	29	71	21
ARIZONA	.	.	.	.	.	.
ARKANSAS	21	82	955	21	50	50
CALIFORNIA	18	113	30	457	3	68
COLORADO	194	191	580	317	438	121
CONNECTICUT	1	23	21	0	0	13
DELAWARE	11	7	37	23	130	50
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	867	813	4,520	13	3,517	2,214
GEORGIA	0	1	1	0	0	0
HAWAII	19	30	153	6	40	74
IDAHO	.	.	.	.	.	.
ILLINOIS	256	91	674	13	102	48
INDIANA	470	516	7	10	11	42
IOWA	69	105	58	44	43	70
KANSAS	247	312	531	120	104	117
KENTUCKY	224	308	1,341	0	30	57
LOUISIANA	21	171	50	103	182	31
MAINE	.	.	.	.	.	.
MARYLAND	9	414	111	44	4	252
MASSACHUSETTS	.	176	5,882	5,882	.	476
MICHIGAN	75	200	1,245	983	318	860
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	26	114	126	0	22	0
MISSOURI	256	91	674	13	102	48
MONTANA	63	114	426	71	111	18
NEBRASKA	7	47	43	138	2	68
NEVADA	64	52	491	26	53	0
NEW HAMPSHIRE	.	.	274	.	.	16
NEW JERSEY	44	88	191	5	47	39
NEW MEXICO	1	15	86	2	1	2
NEW YORK	204	534	1,174	0	0	56
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	43	51	179	22	33	31
OHIO	103	400	429	742	877	759
OKLAHOMA	0	2	8	0	0	44
OREGON	23	77	389	16	44	70
PENNSYLVANIA	29	197	36	1	5	93
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	1	42	211	2	0	10
SOUTH CAROLINA	23	100	53	22	93	19
SOUTH DAKOTA	9	11	34	1	1	0
TENNESSEE	132	253	1,157	126	312	413
TEXAS	533	303	1,108	44	65	66
UTAH	0	157	884	0	0	387
VERMONT	7	31	45	0	28	12
VIRGINIA	49	44	145	14	68	40
WASHINGTON	154	167	549	165	143	129
WEST VIRGINIA	63	54	105	8	27	83
WISCONSIN	99	138	435	18	52	115
WYOMING	12	25	134	75	43	29
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	6	13	0	0	0
NORTHERN MARIANAS	0	1	1	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	4,502	6,811	25,969	9,625	7,259	7,256
50 STATES, D.C. & P.R.	4,502	6,804	25,955	9,625	7,258	7,256

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Table AH10

Number of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

WHITE

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	45	655	711	21	0	84
ALASKA	32	55	83	2	19	14
ARIZONA	.	.	.	.	.	.
ARKANSAS	62	460	474	92	10	97
CALIFORNIA	7	429	305	65	376	26
COLORADO	222	506	540	39	276	106
CONNECTICUT	4	502	640	6	0	83
DELAWARE	49	135	148	13	1	45
DISTRICT OF COLUMBIA	0	5	1	0	1	0
FLORIDA	0	2,173	2,426	1,311	0	14,625
GEORGIA	0	12	34	0	0	0
HAWAII	53	119	99	23	29	138
IDAHO	.	.	.	.	.	.
ILLINOIS	56	588	675	13	0	19
INDIANA	74	1,992	2,370	51	0	34
IOWA	49	347	392	58	31	95
KANSAS	211	616	617	77	99	307
KENTUCKY	59	1,012	1,111	33	231	24
LOUISIANA	73	284	283	3	13	18
MAINE	.	.	.	.	.	.
MARYLAND	2	551	800	38	0	31
MASSACHUSETTS	118	600	541	365	.	741
MICHIGAN	422	1,307	1,150	164	257	1,041
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	12	27	24	4	69	34
MISSOURI	56	588	675	13	0	19
MONTANA	71	113	126	24	148	35
NEBRASKA	123	367	375	78	102	0
NEVADA	99	160	177	57	4	50
NEW HAMPSHIRE	11	346	277	2	.	28
NEW JERSEY	73	595	954	25	23	232
NEW MEXICO	30	143	128	1	34	4
NEW YORK	114	2,123	2,600	101	607	405
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	42	121	59	24	47	33
OHIO	723	1,460	1,556	76	306	520
OKLAHOMA	3	220	360	26	0	1
OREGON	14	504	567	3	1	18
PENNSYLVANIA	47	2,010	2,470	96	0	154
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	97	192	206	11	.	3
SOUTH CAROLINA	330	345	458	26	0	19
SOUTH DAKOTA	6	175	211	1	.	0
TENNESSEE	299	429	647	83	9	593
TEXAS	462	1,708	1,350	86	38	366
UTAH	0	544	487	7	0	47
VERMONT	43	81	132	7	37	11
VIRGINIA	33	460	764	10	151	69
WASHINGTON	230	620	548	89	64	247
WEST VIRGINIA	157	527	908	99	18	158
WISCONSIN	65	1,359	1,253	20	.	330
WYOMING	45	129	121	22	14	30
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	3	4	6	0	0
NORTHERN MARIANAS	0	1	1	0	0	1
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	2	2	0	0	2
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	4,723	27,700	30,840	3,371	3,015	20,937
50 STATES, D.C. & P.R.	4,723	27,694	30,833	3,365	3,015	20,934

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Table AH10

Number of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

WHITE

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	448	834	112	99	996
ALASKA	199	64	2	13	0
ARIZONA	.	.	.	.	.
ARKANSAS	955	700	312	74	308
CALIFORNIA	1,960	911	64	132	440
COLORADO	1,035	526	146	127	527
CONNECTICUT	1,082	1,016	6	19	80
DELAWARE	205	203	27	48	328
DISTRICT OF COLUMBIA	4	5	0	0	.
FLORIDA	0	3,703	1,690	908	7,622
GEORGIA	14	40	2	10	12
HAWAII	71	145	32	40	2
IDAHO	.	.	.	.	.
ILLINOIS	547	894	363	59	39
INDIANA	3,278	2,842	604	60	21
IOWA	737	335	20	55	167
KANSAS	848	1,011	130	230	35
KENTUCKY	2,955	1,641	118	98	1,086
LOUISIANA	679	231	4	157	373
MAINE	.	.	.	.	.
MARYLAND	1,192	1,229	162	85	4
MASSACHUSETTS	1,353	882	1,529	353	.
MICHIGAN	1,501	1,182	526	144	1,407
MINNESOTA	.	.	.	.	.
MISSISSIPPI	301	211	5	6	1
MISSOURI	547	894	363	59	39
MONTANA	97	175	28	37	426
NEBRASKA	0	486	120	11	48
NEVADA	544	267	3	14	544
NEW HAMPSHIRE	165	438	.	8	365
NEW JERSEY	1,619	1,299	11	123	67
NEW MEXICO	251	215	6	5	322
NEW YORK	3,184	5,506	1,186	151	0
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	149	119	26	48	13
OHIO	1,422	1,709	684	162	9,524
OKLAHOMA	311	549	0	6	29
OREGON	347	714	143	52	88
PENNSYLVANIA	2,948	2,866	33	181	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	354	262	52	11	490
SOUTH CAROLINA	556	419	15	134	190
SOUTH DAKOTA	196	251	105	12	.
TENNESSEE	1,253	903	466	124	265
TEXAS	3,561	2,667	51	298	50
UTAH	625	817	373	135	18
VERMONT	250	177	14	18	0
VIRGINIA	757	614	125	56	47
WASHINGTON	1,004	869	328	81	117
WEST VIRGINIA	1,627	898	269	53	0
WISCONSIN	1,772	2,052	410	82	31
WYOMING	177	178	71	14	20
AMERICAN SAMOA	0	0	0	0	0
GUAM	5	8	5	0	0
NORTHERN MARIANAS	1	1	0	0	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	3	1	0	1	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	43,089	43,959	10,741	4,593	26,141
50 STATES, D.C. & P.R.	43,080	43,949	10,736	4,592	26,141

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	0.00	0.00	30.00	20.00	10.00	0.00
ALASKA	0.00	15.14	2.16	22.70	29.19	10.27
ARIZONA	.	.	.	.	.	.
ARKANSAS	0.00	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	0.00	5.36	0.00	7.14	0.00	0.00
COLORADO	0.00	0.00	18.52	11.11	18.52	0.00
CONNECTICUT	0.00	0.00	0.00	0.00	0.00	0.00
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	14.29	14.29	64.29	14.29	57.14	335.71
GEORGIA	0.00	0.00	0.00	0.00	0.00	0.00
HAWAII	0.00	28.57	57.14	0.00	28.57	28.57
IDAHO	.	.	.	.	.	.
ILLINOIS	0.00	0.00	33.33	0.00	0.00	0.00
INDIANA	0.00	0.00	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	0.00	0.00	0.00	0.00
KANSAS	26.67	6.67	73.33	6.67	0.00	6.67
KENTUCKY	0.00	0.00	2.00	0.00	0.00	0.00
LOUISIANA	7.14	21.43	21.43	7.14	14.29	7.14
MAINE	.	.	.	.	.	.
MARYLAND	0.00	0.00	0.00	0.00	0.00	0.00
MASSACHUSETTS	.	3.13	62.50	62.50	.	6.25
MICHIGAN	1.67	6.67	45.00	41.67	20.00	35.00
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00	0.00
MISSOURI	0.00	0.00	3.23	0.00	0.00	0.00
MONTANA	12.30	14.75	100.00	15.57	28.69	4.92
NEBRASKA	0.00	0.00	0.00	21.43	0.00	14.29
NEVADA	18.75	37.50	87.50	0.00	18.75	0.00
NEW HAMPSHIRE	.	.	28.57	.	.	.
NEW JERSEY	0.00	0.00	0.00	0.00	0.00	0.00
NEW MEXICO	0.00	10.77	11.28	10.26	5.64	3.59
NEW YORK	4.17	4.17	8.33	0.00	0.00	0.00
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	20.00	15.56	64.44	2.22	8.89	11.11
OHIO	9.09	9.09	0.00	0.00	9.09	9.09
OKLAHOMA	0.00	0.00	0.00	0.00	0.00	2.92
OREGON	0.00	11.11	47.22	13.89	16.67	2.78
PENNSYLVANIA	0.00	0.00	6.25	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	0.00	40.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	50.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.57	4.02	6.90	0.00	0.57	0.57
TENNESSEE	0.00	0.00	40.00	10.00	30.00	0.00
TEXAS	15.79	5.26	21.05	0.00	0.00	5.26
UTAH	1.94	22.33	58.25	0.00	0.00	20.39
VERMONT	0.00	0.00	16.67	0.00	16.67	16.67
VIRGINIA	0.00	0.00	0.00	0.00	20.00	20.00
WASHINGTON	7.25	11.59	62.32	24.64	21.74	24.64
WEST VIRGINIA	0.00	50.00	0.00	0.00	0.00	0.00
WISCONSIN	1.92	1.92	11.54	0.00	0.00	9.62
WYOMING	13.04	4.35	30.43	26.09	4.35	13.04
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.27	3.53	10.68	4.19	4.05	4.14
50 STATES, D.C. & P.R.	2.62	7.29	22.03	8.65	8.35	8.55

Please see data notes for an explanation of individual State differences.
Percentages are based on counts of infants and toddlers with disabilities for whom race/ethnicity were provided. As an example of how the table should read: 30.00% of AMERICAN INDIAN infants and toddlers with disabilities served in ALABAMA received FAMILY TRAINING services.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	0.00	50.00	30.00	0.00	0.00	0.00
ALASKA	14.05	16.76	28.11	0.54	7.03	5.95
ARIZONA	.	.	.	.	.	.
ARKANSAS	0.00	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	0.00	1.79	3.57	0.00	5.36	0.00
COLORADO	0.00	11.11	7.41	0.00	3.70	3.70
CONNECTICUT	0.00	27.27	18.18	0.00	0.00	0.00
DELAWARE	0.00	50.00	50.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	35.71	35.71	28.57	0.00	214.29
GEORGIA	0.00	0.00	0.00	0.00	0.00	0.00
HAWAII	0.00	42.86	42.86	0.00	28.57	42.86
IDAHO	.	.	.	.	.	.
ILLINOIS	33.33	66.67	66.67	0.00	0.00	0.00
INDIANA	0.00	25.00	25.00	0.00	0.00	0.00
IOWA	0.00	0.00	0.00	0.00	0.00	12.50
KANSAS	33.33	46.67	53.33	0.00	0.00	33.33
KENTUCKY	0.00	1.00	1.00	0.00	0.00	0.00
LOUISIANA	21.43	42.86	21.43	0.00	0.00	0.00
MAINE	.	.	.	.	.	.
MARYLAND	0.00	50.00	50.00	0.00	0.00	0.00
MASSACHUSETTS	0.00	6.25	6.25	3.13	.	9.38
MICHIGAN	23.33	23.33	18.33	10.00	8.33	41.67
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0.00	20.00	0.00	0.00	0.00	0.00
MISSOURI	3.23	6.45	6.45	0.00	0.00	0.00
MONTANA	25.41	27.87	27.05	2.46	53.20	20.49
NEBRASKA	35.71	64.29	64.29	14.29	14.29	0.00
NEVADA	12.50	25.00	43.75	25.00	6.25	37.50
NEW HAMPSHIRE	.	28.57	14.29	.	.	.
NEW JERSEY	50.00	33.33	33.33	0.00	0.00	16.67
NEW MEXICO	9.74	30.26	34.87	1.54	2.05	0.51
NEW YORK	0.00	0.00	16.67	54.17	0.00	4.17
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	24.44	31.11	28.89	6.67	11.11	26.67
OHIO	0.00	27.27	27.27	0.00	18.18	0.00
OKLAHOMA	0.00	9.94	16.37	0.58	0.00	0.00
OREGON	2.78	38.89	27.78	0.00	0.00	19.44
PENNSYLVANIA	0.00	31.25	31.25	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	20.00	0.00	60.00	0.00	.	0.00
SOUTH CAROLINA	50.00	50.00	50.00	0.00	0.00	0.00
SOUTH DAKOTA	4.02	24.71	29.89	0.00	.	0.00
TENNESSEE	30.00	10.00	10.00	0.00	0.00	20.00
TEXAS	0.00	31.58	26.32	0.00	0.00	5.26
UTAH	0.00	17.48	9.71	0.97	0.00	2.91
VERMONT	16.67	83.33	33.33	0.00	0.00	0.00
VIRGINIA	0.00	20.00	40.00	0.00	0.00	20.00
WASHINGTON	10.14	53.62	28.99	4.35	5.80	40.58
WEST VIRGINIA	50.00	0.00	50.00	0.00	0.00	0.00
WISCONSIN	1.92	48.08	30.77	0.00	.	5.77
WYOMING	17.39	73.91	52.17	17.39	4.35	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	3.61	9.92	10.00	1.19	2.78	4.14
50 STATES, D.C. & P.R.	7.44	20.47	20.62	2.46	5.73	8.55

Please see data notes for an explanation of individual State differences.
Percentages are based on counts of infants and toddlers with disabilities for whom race/ethnicity were provided. As an example of how the table should read: 30.00% of AMERICAN INDIAN infants and toddlers with disabilities served in ALABAMA received FAMILY TRAINING services.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	40.00	70.00	0.00	0.00	70.00
ALASKA	81.62	38.92	0.54	4.86	0.00
ARIZONA	.	.	.	.	.
ARKANSAS	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	35.71	14.29	1.79	5.36	3.57
COLORADO	25.93	3.70	7.41	11.11	3.70
CONNECTICUT	54.55	27.27	0.00	0.00	0.00
DELAWARE	100.00	50.00	0.00	0.00	100.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	.
FLORIDA	0.00	57.14	21.43	14.29	114.29
GEORGIA	0.00	0.00	0.00	0.00	0.00
HAWAII	28.57	71.43	14.29	14.29	0.00
IDAHO	.	.	.	.	.
ILLINOIS	66.67	66.67	0.00	0.00	0.00
INDIANA	75.00	50.00	25.00	0.00	0.00
IOWA	75.00	0.00	0.00	0.00	0.00
KANSAS	60.00	60.00	20.00	26.67	6.67
KENTUCKY	3.00	2.00	0.00	0.00	1.00
LOUISIANA	92.86	21.43	0.00	7.14	50.00
MAINE	.	.	.	.	.
MARYLAND	75.00	75.00	0.00	25.00	0.00
MASSACHUSETTS	15.63	9.38	15.63	3.13	.
MICHIGAN	25.00	25.00	18.33	3.33	48.33
MINNESOTA	.	.	.	.	.
MISSISSIPPI	40.00	20.00	0.00	0.00	0.00
MISSOURI	6.45	6.45	0.00	0.00	0.00
MONTANA	28.69	24.59	11.48	4.92	100.00
NEBRASKA	0.00	107.14	14.29	7.14	7.14
NEVADA	87.50	43.75	0.00	6.25	87.50
NEW HAMPSHIRE	28.57	14.29	.	.	42.86
NEW JERSEY	66.67	33.33	0.00	0.00	0.00
NEW MEXICO	66.15	51.79	7.18	7.18	86.15
NEW YORK	0.00	54.17	66.67	33.33	0.00
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	46.67	20.00	17.78	13.33	4.44
OHIO	27.27	36.36	27.27	0.00	209.09
OKLAHOMA	40.94	26.32	0.00	0.00	2.92
OREGON	22.22	63.89	44.44	5.56	16.67
PENNSYLVANIA	56.25	37.50	0.00	12.50	0.00
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	40.00	0.00	20.00	0.00
SOUTH CAROLINA	100.00	0.00	0.00	50.00	50.00
SOUTH DAKOTA	83.91	64.37	56.90	1.72	.
TENNESSEE	50.00	10.00	0.00	10.00	10.00
TEXAS	68.42	36.84	0.00	0.00	0.00
UTAH	48.54	25.24	25.24	9.71	0.00
VERMONT	50.00	33.33	16.67	0.00	0.00
VIRGINIA	40.00	40.00	0.00	0.00	0.00
WASHINGTON	86.96	72.46	30.43	4.35	11.59
WEST VIRGINIA	100.00	50.00	0.00	0.00	0.00
WISCONSIN	59.62	57.69	28.85	3.85	1.92
WYOMING	52.17	60.87	39.13	8.70	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	14.29	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	21.38	15.85	6.63	2.19	10.26
50 STATES, D.C. & P.R.	44.06	32.70	13.68	4.53	21.18

Please see data notes for an explanation of individual State differences.
Percentages are based on counts of infants and toddlers with disabilities for whom race/ethnicity were provided. As an example of how the table should read: 30.00% of AMERICAN INDIAN infants and toddlers with disabilities served in ALABAMA received FAMILY TRAINING services.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

ASIAN/PACIFIC ISLANDER

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	0.00	0.00	33.33	0.00	0.00	16.67
ALASKA	0.00	81.82	0.00	13.64	40.91	9.09
ARIZONA	.	.	.	.	.	.
ARKANSAS	0.00	0.00	55.56	0.00	0.00	11.11
CALIFORNIA	0.36	1.78	1.30	11.37	0.00	2.37
COLORADO	8.14	6.98	18.60	10.47	15.12	3.49
CONNECTICUT	0.00	0.00	0.00	0.00	0.00	0.00
DELAWARE	0.00	14.29	14.29	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	50.00	50.00	0.00	50.00	50.00
FLORIDA	13.33	12.00	68.00	10.67	56.00	34.67
GEORGIA	0.00	0.00	0.00	0.00	0.00	0.00
HAWAII	3.14	4.90	59.15	2.95	4.36	25.92
IDAHO	.	.	.	.	.	.
ILLINOIS	0.00	0.00	0.00	0.00	1.28	0.00
INDIANA	8.93	10.71	0.00	0.00	1.79	3.57
IOWA	0.00	8.33	0.00	0.00	0.00	0.00
KANSAS	13.89	25.00	22.22	0.00	5.56	2.78
KENTUCKY	2.00	3.00	14.00	0.00	0.00	1.00
LOUISIANA	0.00	18.75	6.25	12.50	37.50	6.25
MAINE	.	.	.	.	.	.
MARYLAND	0.00	12.38	11.43	0.00	0.00	2.86
MASSACHUSETTS	.	2.64	84.16	84.16	.	6.93
MICHIGAN	0.00	3.61	26.51	26.51	6.02	26.51
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0.00	100.00	100.00	0.00	0.00	0.00
MISSOURI	5.26	10.53	26.32	0.00	0.00	5.26
MONTANA	12.50	50.00	100.00	12.50	25.00	0.00
NEBRASKA	0.00	0.00	10.00	20.00	0.00	0.00
NEVADA	11.54	3.85	80.77	7.69	17.31	0.00
NEW HAMPSHIRE	.	.	30.00	.	.	.
NEW JERSEY	0.70	5.59	4.90	0.00	3.50	1.40
NEW MEXICO	0.00	0.00	16.67	0.00	0.00	0.00
NEW YORK	3.52	7.54	12.06	0.00	0.00	0.00
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	0.00	0.00	66.67	33.33	33.33	0.00
OHIO	4.08	4.08	6.12	10.20	12.24	8.16
OKLAHOMA	0.00	0.00	0.00	0.00	0.00	3.57
OREGON	0.00	3.13	15.63	0.00	3.13	0.00
PENNSYLVANIA	0.00	22.00	2.00	0.00	0.00	14.00
PUERTO RICO	0.00	0.00	0.00	0.00	100.00	100.00
RHODE ISLAND	0.00	0.00	18.18	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	0.00	0.00	15.38	0.00
SOUTH DAKOTA	0.00	0.00	50.00	0.00	0.00	0.00
TENNESSEE	6.98	9.30	62.79	6.98	13.95	11.63
TEXAS	7.66	4.98	14.94	1.92	1.15	1.53
UTAH	4.55	25.00	54.55	0.00	0.00	9.09
VERMONT	0.00	0.00	0.00	0.00	11.11	0.00
VIRGINIA	3.85	1.92	9.62	0.00	3.85	1.92
WASHINGTON	10.00	16.67	35.00	11.67	13.33	10.00
WEST VIRGINIA	33.33	0.00	0.00	0.00	0.00	0.00
WISCONSIN	1.18	1.18	12.94	0.00	1.18	8.24
WYOMING	0.00	50.00	100.00	100.00	50.00	0.00
AMERICAN SAMOA	0.00	2.33	0.00	0.00	0.00	4.65
GUAM	1.16	60.12	104.05	0.00	0.00	6.94
NORTHERN MARIANAS	0.00	65.71	20.00	0.00	14.29	0.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	2.75	7.15	38.56	8.18	4.04	13.67
50 STATES, D.C. & P.R.	2.84	5.28	37.03	8.53	4.13	14.02

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Please see data notes for an explanation of individual State differences.
Percentages are based on counts of infants and toddlers with disabilities for whom race/ethnicity were provided. As an example of how the table should read: 33.33% of ASIAN/PACIFIC ISLANDER infants and toddlers with disabilities served in ALABAMA received FAMILY TRAINING services.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

ASIAN/PACIFIC ISLANDER

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	0.00	50.00	66.67	16.67	0.00	16.67
ALASKA	22.73	54.55	18.18	0.00	4.55	9.09
ARIZONA	.	.	.	.	.	.
ARKANSAS	11.11	33.33	33.33	0.00	0.00	11.11
CALIFORNIA	0.59	11.26	5.09	3.08	7.35	1.30
COLORADO	6.98	23.26	24.42	0.00	8.14	0.00
CONNECTICUT	0.00	26.51	34.94	0.00	0.00	3.61
DELAWARE	0.00	14.29	28.57	0.00	0.00	0.00
DISTRICT OF COLUMBIA	50.00	50.00	50.00	0.00	0.00	50.00
FLORIDA	0.00	34.67	37.33	20.00	0.00	225.33
GEORGIA	0.00	0.00	0.00	0.00	0.00	0.00
HAWAII	9.07	17.69	16.50	3.25	7.70	24.00
IDAHO	.	.	.	.	.	.
ILLINOIS	2.56	2.56	3.85	0.00	2.56	0.00
INDIANA	5.36	35.71	48.21	0.00	0.00	0.00
IOWA	0.00	41.67	33.33	8.33	0.00	8.33
KANSAS	8.33	50.00	33.33	2.78	8.33	13.89
KENTUCKY	1.00	10.00	11.00	0.00	2.00	0.00
LOUISIANA	0.00	31.25	37.50	0.00	0.00	6.25
MAINE	.	.	.	.	.	.
MARYLAND	0.00	30.48	48.57	1.90	0.95	0.95
MASSACHUSETTS	1.65	8.58	7.92	5.28	.	10.56
MICHIGAN	8.43	36.14	36.14	7.23	4.82	32.53
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0.00	100.00	0.00	0.00	100.00	0.00
MISSOURI	5.26	36.84	52.63	0.00	0.00	0.00
MONTANA	25.00	12.50	12.50	0.00	25.00	12.50
NEBRASKA	20.00	50.00	50.00	0.00	10.00	0.00
NEVADA	19.23	17.31	38.46	7.69	0.00	11.54
NEW HAMPSHIRE	.	50.00	40.00	.	.	.
NEW JERSEY	2.80	11.89	23.78	0.00	1.40	4.90
NEW MEXICO	33.33	16.67	66.67	0.00	0.00	0.00
NEW YORK	2.51	34.67	46.73	0.00	4.02	6.53
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	0.00	100.00	66.67	100.00	0.00	0.00
OHIO	8.16	24.49	24.49	2.04	8.16	10.20
OKLAHOMA	0.00	17.86	25.00	0.00	0.00	0.00
OREGON	0.00	43.75	56.25	3.13	0.00	0.00
PENNSYLVANIA	0.00	150.00	144.00	10.00	0.00	16.00
PUERTO RICO	0.00	100.00	100.00	0.00	0.00	100.00
RHODE ISLAND	27.27	0.00	54.55	0.00	.	0.00
SOUTH CAROLINA	23.08	15.38	15.38	0.00	0.00	0.00
SOUTH DAKOTA	0.00	50.00	50.00	0.00	.	0.00
TENNESSEE	6.98	18.60	25.58	0.00	0.00	20.93
TEXAS	11.49	31.03	23.37	2.30	0.38	4.21
UTAH	0.00	38.64	34.09	0.00	0.00	6.82
VERMONT	22.22	22.22	33.33	0.00	22.22	0.00
VIRGINIA	1.92	28.85	48.08	0.00	9.62	3.85
WASHINGTON	11.67	55.00	58.33	1.67	11.67	15.00
WEST VIRGINIA	66.67	33.33	100.00	0.00	0.00	0.00
WISCONSIN	0.00	34.12	36.47	2.35	.	16.47
WYOMING	50.00	50.00	0.00	0.00	0.00	50.00
AMERICAN SAMOA	0.00	20.93	6.98	0.00	2.33	0.00
GUAM	4.05	13.29	31.79	35.84	0.00	15.61
NORTHERN MARIANAS	0.00	34.29	80.00	0.00	0.00	40.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	5.95	20.40	21.12	3.88	5.17	16.51
50 STATES, D.C. & P.R.	6.08	20.53	20.56	2.99	5.37	16.52

Please see data notes for an explanation of individual State differences.

Percentages are based on counts of infants and toddlers with disabilities for whom race/ethnicity were provided. As an example of how the table should read: 33.33% of ASIAN/PACIFIC ISLANDER infants and toddlers with disabilities served in ALABAMA received FAMILY TRAINING services.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

ASIAN/PACIFIC ISLANDER

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	33.33	33.33	16.67	0.00	50.00
ALASKA	145.45	31.82	0.00	13.64	0.00
ARIZONA	.	.	.	.	.
ARKANSAS	55.56	55.56	22.22	0.00	33.33
CALIFORNIA	49.17	13.27	2.84	2.37	6.52
COLORADO	37.21	19.77	1.16	5.81	18.60
CONNECTICUT	46.99	32.53	0.00	0.00	7.23
DELAWARE	14.29	28.57	0.00	0.00	85.71
DISTRICT OF COLUMBIA	0.00	50.00	0.00	50.00	.
FLORIDA	0.00	56.00	25.33	13.33	116.00
GEORGIA	0.00	0.00	0.00	0.00	0.00
HAWAII	15.93	20.79	14.93	4.17	0.88
IDAHO	.	.	.	.	.
ILLINOIS	8.97	2.56	0.00	0.00	0.00
INDIANA	60.71	69.64	1.79	3.57	0.00
IOWA	66.67	16.67	0.00	0.00	0.00
KANSAS	61.11	61.11	5.56	22.22	0.00
KENTUCKY	30.00	17.00	1.00	1.00	11.00
LOUISIANA	81.25	25.00	0.00	12.50	56.25
MAINE	.	.	.	.	.
MARYLAND	49.52	61.90	7.62	3.81	0.95
MASSACHUSETTS	19.47	12.54	21.78	4.95	.
MICHIGAN	34.94	37.35	15.66	3.61	22.89
MINNESOTA	.	.	.	.	.
MISSISSIPPI	200.00	100.00	0.00	0.00	0.00
MISSOURI	36.84	73.68	15.79	0.00	10.53
MONTANA	0.00	37.50	0.00	0.00	100.00
NEBRASKA	0.00	80.00	20.00	0.00	0.00
NEVADA	84.62	23.08	0.00	1.92	84.62
NEW HAMPSHIRE	40.00	70.00	.	.	80.00
NEW JERSEY	79.72	38.46	0.70	7.69	6.99
NEW MEXICO	100.00	83.33	0.00	0.00	50.00
NEW YORK	48.24	72.86	14.57	1.01	0.00
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	66.67	66.67	0.00	33.33	0.00
OHIO	18.37	28.57	4.08	0.00	159.18
OKLAHOMA	14.29	32.14	0.00	0.00	0.00
OREGON	25.00	59.38	0.00	3.13	3.13
PENNSYLVANIA	166.00	170.00	0.00	24.00	0.00
PUERTO RICO	0.00	100.00	0.00	0.00	0.00
RHODE ISLAND	36.36	36.36	9.09	0.00	54.55
SOUTH CAROLINA	30.77	23.08	0.00	7.69	7.69
SOUTH DAKOTA	0.00	100.00	0.00	0.00	.
TENNESSEE	60.47	39.53	20.93	4.65	20.93
TEXAS	60.15	38.70	0.77	6.51	0.00
UTAH	38.64	56.82	15.91	15.91	0.00
VERMONT	77.78	22.22	0.00	0.00	0.00
VIRGINIA	48.08	38.46	7.69	3.85	3.85
WASHINGTON	128.33	93.33	43.33	13.33	6.67
WEST VIRGINIA	166.67	100.00	66.67	33.33	0.00
WISCONSIN	54.12	67.06	21.18	1.18	2.35
WYOMING	50.00	200.00	100.00	50.00	150.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	38.73	32.37	16.76	0.00	2.89
NORTHERN MARIANAS	88.57	51.43	11.43	5.71	28.57
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	33.28	28.13	10.90	4.12	7.09
50 STATES, D.C. & P.R.	33.03	28.07	10.81	4.27	7.14

Please see data notes for an explanation of individual State differences.
Percentages are based on counts of infants and toddlers with disabilities for whom race/ethnicity were provided. As an example of how the table should read: 33.33% of ASIAN/PACIFIC ISLANDER infants and toddlers with disabilities served in ALABAMA received FAMILY TRAINING services.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

BLACK

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	1.19	7.03	46.68	1.46	3.18	9.02
ALASKA	0.00	10.00	10.00	3.33	13.33	10.00
ARIZONA	.	.	.	.	.	.
ARKANSAS	2.23	10.12	75.43	1.58	6.70	6.70
CALIFORNIA	0.23	2.48	0.23	6.52	0.00	0.63
COLORADO	3.54	3.54	34.34	21.72	19.19	7.58
CONNECTICUT	0.00	0.80	3.01	0.00	0.00	0.60
DELAWARE	1.72	1.29	5.58	6.87	25.75	12.45
DISTRICT OF COLUMBIA	0.98	4.88	73.17	30.73	15.12	54.15
FLORIDA	13.63	12.76	70.95	0.74	59.09	35.51
GEORGIA	0.00	0.00	0.00	0.00	0.00	0.00
HAWAII	0.00	1.19	47.62	1.19	7.14	30.95
IDAHO	.	.	.	.	.	.
ILLINOIS	1.79	0.90	11.12	0.00	0.99	0.18
INDIANA	10.43	11.97	0.00	0.51	0.68	2.74
IOWA	7.02	10.53	8.77	3.51	3.51	5.26
KANSAS	19.27	14.58	43.23	15.63	6.25	21.35
KENTUCKY	21.00	28.00	124.00	0.00	3.00	5.00
LOUISIANA	2.52	20.88	5.28	11.82	23.77	5.79
MAINE	.	.	.	.	.	.
MARYLAND	0.41	12.25	1.82	2.98	0.91	9.35
MASSACHUSETTS	.	2.59	86.37	85.37	.	7.05
MICHIGAN	1.92	2.30	24.73	40.55	9.83	26.19
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	2.49	10.61	11.78	0.00	2.12	0.00
MISSOURI	5.35	2.67	33.16	0.00	2.94	0.53
MONTANA	0.00	40.00	100.00	20.00	20.00	0.00
NEBRASKA	0.00	0.00	5.00	20.00	0.00	25.00
NEVADA	13.04	4.35	68.70	2.61	4.35	0.00
NEW HAMPSHIRE	.	.	20.00	.	.	.
NEW JERSEY	0.97	3.97	3.87	0.00	1.29	0.64
NEW MEXICO	0.00	4.00	32.00	4.00	4.00	0.00
NEW YORK	2.76	6.01	19.43	0.00	0.00	0.42
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	16.67	50.00	100.00	16.67	33.33	33.33
OHIO	1.32	8.74	13.65	25.75	18.92	18.20
OKLAHOMA	0.39	0.00	1.17	0.00	0.00	2.34
OREGON	3.33	0.00	10.00	0.00	0.00	6.67
PENNSYLVANIA	0.26	5.74	3.88	0.00	0.09	4.68
PUERTO RICO	0.00	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	13.89	13.89	0.00	1.39	0.00
SOUTH CAROLINA	1.52	8.33	1.99	2.18	6.72	3.60
SOUTH DAKOTA	0.00	9.09	27.27	0.00	0.00	0.00
TENNESSEE	9.66	36.14	90.70	31.31	33.09	50.45
TEXAS	7.70	5.91	21.10	0.69	1.05	1.74
UTAH	26.92	11.54	69.23	0.00	0.00	26.92
VERMONT	16.67	0.00	16.67	0.00	16.67	0.00
VIRGINIA	2.75	2.75	8.54	0.83	3.86	2.20
WASHINGTON	20.00	6.96	38.26	9.57	7.83	6.09
WEST VIRGINIA	36.67	16.67	6.67	0.00	3.33	10.00
WISCONSIN	0.27	0.27	3.71	0.27	1.19	18.83
WYOMING	28.57	14.29	42.86	28.57	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	6.25	18.75	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	1.35	2.70	27.03	4.05	55.41	4.05
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	3.68	6.78	23.44	7.43	10.25	9.64
50 STATES, D.C. & P.R.	3.69	6.79	23.44	7.44	10.14	9.66

Please see data notes for an explanation of individual State differences.
Percentages are based on counts of infants and toddlers with disabilities for whom race/ethnicity were provided. As an example of how the table should read: 46.68% of BLACK infants and toddlers with disabilities served in ALABAMA received FAMILY TRAINING services.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

BLACK

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	2.12	46.02	54.11	8.22	0.00	7.16
ALASKA	10.00	23.33	20.00	0.00	0.00	3.33
ARIZONA	.	.	.	.	.	.
ARKANSAS	5.12	37.45	36.93	7.49	0.00	12.48
CALIFORNIA	0.06	3.46	3.29	0.98	4.79	0.46
COLORADO	7.58	22.22	22.22	1.52	16.16	8.08
CONNECTICUT	0.00	15.63	22.44	0.20	0.00	5.01
DELAWARE	22.32	30.90	31.33	3.43	0.00	13.73
DISTRICT OF COLUMBIA	30.24	55.12	53.66	33.66	1.46	71.22
FLORIDA	0.00	35.89	38.10	20.63	0.00	229.59
GEORGIA	0.00	0.15	0.07	0.00	0.00	0.00
HAWAII	8.33	29.76	23.81	1.19	4.76	27.38
IDAHO	.	.	.	.	.	.
ILLINOIS	1.35	14.35	18.74	0.18	0.00	0.81
INDIANA	1.71	63.76	68.21	1.71	0.00	1.88
IOWA	1.75	14.04	26.32	1.75	1.75	8.77
KANSAS	13.54	38.54	38.02	14.06	8.33	33.85
KENTUCKY	5.00	93.00	103.00	3.00	21.00	2.00
LOUISIANA	9.31	27.55	29.18	0.25	0.13	2.89
MAINE	.	.	.	.	.	.
MARYLAND	0.66	27.73	44.95	1.08	0.08	1.82
MASSACHUSETTS	1.76	8.81	7.99	5.41	.	10.93
MICHIGAN	13.98	22.73	19.97	8.22	4.07	30.11
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	1.17	2.49	2.27	0.37	6.44	3.15
MISSOURI	4.01	42.78	55.88	0.53	0.00	2.41
MONTANA	40.00	40.00	40.00	0.00	60.00	60.00
NEBRASKA	18.33	93.33	65.00	10.00	11.67	0.00
NEVADA	6.09	11.30	27.83	5.22	0.00	2.61
NEW HAMPSHIRE	.	50.00	20.00	.	.	.
NEW JERSEY	1.40	18.80	30.08	0.21	0.21	10.31
NEW MEXICO	8.00	24.00	40.00	0.00	8.00	0.00
NEW YORK	0.71	37.60	43.18	1.84	7.00	9.26
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	66.67	66.67	0.00	16.67	50.00	0.00
OHIO	22.28	34.97	29.22	2.04	7.43	31.26
OKLAHOMA	0.00	18.75	14.84	0.00	0.00	0.00
OREGON	3.33	26.67	46.67	0.00	0.00	0.00
PENNSYLVANIA	2.03	56.75	58.96	3.09	0.00	7.59
PUERTO RICO	0.00	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	19.44	22.22	30.56	0.00	.	1.39
SOUTH CAROLINA	38.16	24.05	29.55	2.94	0.19	2.18
SOUTH DAKOTA	0.00	36.36	63.64	0.00	.	0.00
TENNESSEE	37.75	43.65	47.76	4.65	1.25	62.08
TEXAS	8.12	31.86	21.57	1.42	0.37	6.75
UTAH	0.00	30.77	42.31	0.00	0.00	0.00
VERMONT	0.00	50.00	66.67	0.00	16.67	0.00
VIRGINIA	1.93	26.86	44.63	0.55	8.82	3.99
WASHINGTON	18.26	58.26	39.13	16.52	1.74	38.26
WEST VIRGINIA	30.00	70.00	153.33	10.00	3.33	23.33
WISCONSIN	0.27	48.14	38.99	1.72	.	48.28
WYOMING	0.00	42.86	57.14	0.00	28.57	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	18.75	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	5.41	41.89	67.57	0.00	0.00	10.81
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	5.63	25.83	27.89	4.42	1.93	33.34
50 STATES, D.C. & P.R.	5.64	25.80	27.79	4.43	1.94	33.41

Please see data notes for an explanation of individual State differences.
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Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

BLACK

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	51.19	84.35	17.90	7.96	100.66
ALASKA	106.67	16.67	0.00	0.00	0.00
ARIZONA	.	.	.	.	.
ARKANSAS	75.43	53.35	33.77	7.23	21.81
CALIFORNIA	41.70	16.15	8.54	1.38	6.52
COLORADO	31.82	19.19	6.57	4.04	16.67
CONNECTICUT	51.50	25.25	2.00	0.80	3.21
DELAWARE	43.35	34.33	8.15	12.45	80.69
DISTRICT OF COLUMBIA	30.73	64.39	17.07	4.39	.
FLORIDA	0.00	58.16	26.49	14.24	119.61
GEORGIA	0.22	0.36	0.00	0.00	0.00
HAWAII	20.24	35.71	16.67	4.76	0.00
IDAHO	.	.	.	.	.
ILLINOIS	12.91	18.39	1.97	0.81	0.63
INDIANA	94.53	76.24	33.85	1.20	0.34
IOWA	78.95	14.04	14.04	5.26	10.53
KANSAS	51.04	58.33	20.83	14.06	0.52
KENTUCKY	273.00	152.00	11.00	9.00	100.00
LOUISIANA	77.23	24.53	1.89	18.11	37.74
MAINE	.	.	.	.	.
MARYLAND	50.08	41.14	17.96	3.64	0.17
MASSACHUSETTS	19.86	12.93	22.44	5.17	.
MICHIGAN	21.89	15.67	10.98	2.30	26.27
MINNESOTA	.	.	.	.	.
MISSISSIPPI	27.80	19.68	0.44	0.51	0.07
MISSOURI	38.50	54.81	5.88	2.41	1.87
MONTANA	20.00	20.00	0.00	0.00	100.00
NEBRASKA	0.00	70.00	20.00	1.67	11.67
NEVADA	85.22	38.26	0.00	1.74	85.22
NEW HAMPSHIRE	20.00	40.00	.	.	30.00
NEW JERSEY	71.32	32.01	2.47	4.73	1.29
NEW MEXICO	40.00	44.00	0.00	4.00	80.00
NEW YORK	66.50	72.93	38.23	2.05	0.00
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	33.33	66.67	16.67	33.33	0.00
OHIO	42.87	46.47	20.36	4.19	283.47
OKLAHOMA	26.17	30.47	0.00	0.39	5.47
OREGON	13.33	46.67	3.33	3.33	0.00
PENNSYLVANIA	83.58	58.78	0.35	5.30	0.00
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	56.94	40.28	18.06	1.39	33.33
SOUTH CAROLINA	55.87	31.53	1.14	9.94	14.58
SOUTH DAKOTA	90.91	72.73	18.18	0.00	.
TENNESSEE	101.07	64.94	46.69	20.57	12.52
TEXAS	73.31	37.34	1.37	5.01	0.47
UTAH	34.62	26.92	23.08	7.69	0.00
VERMONT	50.00	66.67	0.00	16.67	0.00
VIRGINIA	44.21	35.81	7.30	3.31	2.75
WASHINGTON	94.78	71.30	20.87	3.48	4.35
WEST VIRGINIA	256.67	136.67	43.33	10.00	0.00
WISCONSIN	77.59	77.98	53.18	1.86	1.33
WYOMING	71.43	71.43	14.29	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	18.75	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	35.14	39.19	0.00	6.76	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	42.10	37.49	13.28	5.17	29.31
50 STATES, D.C. & P.R.	42.14	37.50	13.32	5.17	29.40

Please see data notes for an explanation of individual State differences.

Percentages are based on counts of infants and toddlers with disabilities for whom race/ethnicity were provided. As an example of how the table should read: 46.68% of BLACK infants and toddlers with disabilities served in ALABAMA received FAMILY TRAINING services.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

HISPANIC

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	0.00	6.90	44.83	10.34	6.90	31.03
ALASKA	0.00	12.50	0.00	8.33	29.17	4.17
ARIZONA	.	.	.	.	.	.
ARKANSAS	0.00	8.33	88.33	1.67	10.00	10.00
CALIFORNIA	0.50	2.34	1.15	6.71	0.03	0.44
COLORADO	11.56	11.81	28.64	16.83	20.23	8.29
CONNECTICUT	0.00	0.52	5.20	0.00	0.00	0.35
DELAWARE	1.35	9.46	8.11	14.86	35.14	13.51
DISTRICT OF COLUMBIA	2.70	5.41	100.00	0.00	43.24	24.32
FLORIDA	12.16	11.37	63.40	1.15	57.83	31.82
GEORGIA	0.00	0.00	0.46	0.00	0.00	0.00
HAWAII	3.80	6.33	51.90	2.53	6.33	25.32
IDAHO	.	.	.	.	.	.
ILLINOIS	0.15	0.31	2.78	0.00	0.15	0.00
INDIANA	7.86	7.14	0.71	0.00	0.71	2.14
IOWA	6.98	13.95	4.65	11.63	9.30	9.30
KANSAS	10.71	11.16	33.48	4.91	3.13	5.80
KENTUCKY	4.00	5.00	23.00	0.00	1.00	1.00
LOUISIANA	0.00	13.64	4.55	9.09	18.18	0.00
MAINE	.	.	.	.	.	.
MARYLAND	0.00	13.08	13.08	0.00	0.00	1.54
MASSACHUSETTS	.	2.55	85.27	85.27	.	6.90
MICHIGAN	2.67	1.78	28.44	24.00	7.56	21.33
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	25.00	100.00	75.00	0.00	25.00	0.00
MISSOURI	3.13	6.25	56.25	0.00	3.13	0.00
MONTANA	36.84	31.58	100.00	26.32	15.79	10.53
NEBRASKA	0.00	2.13	6.38	25.53	0.00	8.51
NEVADA	11.02	7.76	81.22	2.86	5.71	0.00
NEW HAMPSHIRE	.	.	47.06	.	.	5.88
NEW JERSEY	1.93	4.03	4.19	0.00	1.45	2.25
NEW MEXICO	0.55	5.73	10.72	0.00	0.37	1.29
NEW YORK	1.51	3.52	20.44	0.00	0.00	0.20
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	14.29	28.57	85.71	14.29	42.86	28.57
OHIO	5.79	12.40	10.74	20.66	28.10	35.54
OKLAHOMA	0.00	0.00	1.10	0.00	0.00	5.49
OREGON	7.46	5.47	32.84	1.99	3.98	7.96
PENNSYLVANIA	2.96	4.44	5.33	0.00	0.00	6.21
PUERTO RICO	9.19	48.21	26.55	24.28	91.05	91.05
RHODE ISLAND	0.00	13.04	10.56	0.00	0.00	1.24
SOUTH CAROLINA	2.70	13.51	13.51	0.00	8.11	2.70
SOUTH DAKOTA	0.00	25.00	25.00	0.00	0.00	0.00
TENNESSEE	2.74	15.07	56.16	8.22	17.81	20.55
TEXAS	7.39	5.30	24.33	1.17	1.26	1.42
UTAH	43.24	6.76	71.62	0.00	0.00	27.70
VERMONT	12.50	0.00	12.50	0.00	12.50	0.00
VIRGINIA	2.74	2.05	7.53	0.68	3.42	2.05
WASHINGTON	3.98	13.35	41.19	18.47	22.16	17.05
WEST VIRGINIA	0.00	0.00	100.00	100.00	0.00	0.00
WISCONSIN	0.48	0.00	7.66	0.00	0.00	12.92
WYOMING	5.71	8.57	45.71	22.86	20.00	14.29
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	6.67	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	7.14	21.43	57.14	0.00	35.71	21.43
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	4.44	8.84	23.33	11.45	14.24	13.33
50 STATES, D.C. & P.R.	4.44	8.84	23.33	11.46	14.24	13.34

Please see data notes for an explanation of individual State differences.
Percentages are based on counts of infants and toddlers with disabilities for whom race/ethnicity were provided. As an example of how the table should read: 44.83% of HISPANIC infants and toddlers with disabilities served in ALABAMA received FAMILY TRAINING services.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

HISPANIC

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	3.45	62.07	93.10	0.00	0.00	10.34
ALASKA	8.33	37.50	45.83	0.00	0.00	0.00
ARIZONA	.	.	.	.	.	.
ARKANSAS	3.33	40.00	40.00	13.33	3.33	20.00
CALIFORNIA	0.03	6.78	3.97	1.83	8.73	0.41
COLORADO	13.19	24.25	23.62	1.38	13.94	7.04
CONNECTICUT	0.17	14.73	21.14	0.17	0.00	3.81
DELAWARE	22.97	31.08	32.43	0.00	0.00	8.11
DISTRICT OF COLUMBIA	35.14	75.68	56.76	0.00	0.00	24.32
FLORIDA	0.00	32.79	34.06	18.39	0.00	205.08
GEORGIA	0.00	0.46	1.85	0.00	0.00	0.00
HAWAII	8.86	20.25	26.58	6.33	12.66	37.97
IDAHO	.	.	.	.	.	.
ILLINOIS	0.00	2.01	0.15	0.00	0.00	0.15
INDIANA	3.57	49.29	52.14	0.71	0.00	0.00
IOWA	2.33	23.26	32.56	2.33	0.00	6.98
KANSAS	13.39	20.98	41.07	6.25	8.04	13.39
KENTUCKY	1.00	17.00	19.00	1.00	4.00	0.00
LOUISIANA	9.09	36.36	36.36	0.00	0.00	9.09
MAINE	.	.	.	.	.	.
MARYLAND	0.77	13.08	53.08	0.00	0.00	0.00
MASSACHUSETTS	1.68	8.70	7.83	5.27	.	10.76
MICHIGAN	12.00	26.22	26.67	1.78	6.67	33.78
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	0.00	25.00	25.00	0.00	50.00	25.00
MISSOURI	0.00	40.63	3.13	0.00	0.00	3.13
MONTANA	21.05	10.53	10.53	5.26	5.26	26.32
NEBRASKA	25.53	74.47	59.57	14.89	12.77	0.00
NEVADA	16.33	22.45	29.80	4.90	0.82	7.76
NEW HAMPSHIRE	5.88	41.18	41.18	.	.	5.88
NEW JERSEY	1.93	17.23	31.40	0.48	0.16	9.34
NEW MEXICO	5.55	36.97	28.84	0.74	6.84	0.92
NEW YORK	0.20	29.71	38.87	3.32	4.73	8.46
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	42.86	42.86	28.57	0.00	57.14	0.00
OHIO	40.50	39.67	37.19	4.13	13.22	23.97
OKLAHOMA	0.00	18.68	24.18	2.20	0.00	1.10
OREGON	1.99	37.31	43.78	0.00	0.00	2.49
PENNSYLVANIA	1.78	54.44	68.34	3.55	0.00	5.33
PUERTO RICO	30.64	54.46	49.25	33.04	0.00	72.29
RHODE ISLAND	9.32	12.42	15.53	1.24	.	0.62
SOUTH CAROLINA	35.14	37.84	54.05	5.41	0.00	0.00
SOUTH DAKOTA	0.00	25.00	50.00	0.00	.	0.00
TENNESSEE	17.81	16.44	23.29	5.48	0.00	26.03
TEXAS	9.76	30.60	27.69	0.57	0.50	5.93
UTAH	0.00	36.49	29.05	0.00	0.00	0.00
VERMONT	25.00	37.50	87.50	0.00	25.00	0.00
VIRGINIA	2.05	20.55	41.10	1.37	8.22	3.42
WASHINGTON	34.38	40.34	20.45	4.55	2.56	12.50
WEST VIRGINIA	100.00	200.00	400.00	100.00	0.00	0.00
WISCONSIN	0.00	46.89	43.54	0.96	.	30.14
WYOMING	20.00	28.57	28.57	0.00	11.43	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	42.86	28.57	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	7.03	23.17	22.52	5.81	3.35	23.84
50 STATES, D.C. & P.R.	7.04	23.17	22.53	5.81	3.35	23.87

Please see data notes for an explanation of individual State differences.
Percentages are based on counts of infants and toddlers with disabilities for whom race/ethnicity were provided. As an example of how the table should read: 44.83% of HISPANIC infants and toddlers with disabilities served in ALABAMA received FAMILY TRAINING services.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

HISPANIC

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	37.93	93.10	13.79	3.45	124.14
ALASKA	116.67	16.67	0.00	0.00	0.00
ARIZONA	.	.	.	.	.
ARKANSAS	88.33	50.00	36.67	5.00	36.67
CALIFORNIA	44.41	7.38	6.72	1.86	6.86
COLORADO	44.47	19.35	12.69	8.79	25.25
CONNECTICUT	54.07	31.37	1.73	0.87	12.82
DELAWARE	31.08	43.24	13.51	10.81	83.78
DISTRICT OF COLUMBIA	18.92	70.27	35.14	29.73	.
FLORIDA	0.00	51.97	23.65	12.70	106.90
GEORGIA	1.39	3.24	0.00	1.39	0.00
HAWAII	13.92	21.52	12.66	5.06	1.27
IDAHO	.	.	.	.	.
ILLINOIS	1.39	2.01	0.62	0.46	0.00
INDIANA	66.43	57.14	15.00	1.43	8.57
IOWA	109.30	25.58	2.33	11.63	18.60
KANSAS	66.96	42.41	13.39	6.70	20.98
KENTUCKY	51.00	28.00	2.00	2.00	19.00
LOUISIANA	77.27	27.27	4.55	9.09	36.36
MAINE	.	.	.	.	.
MARYLAND	65.38	46.15	4.62	5.38	0.77
MASSACHUSETTS	19.62	12.77	22.12	5.11	.
MICHIGAN	30.22	21.33	8.44	3.11	24.89
MINNESOTA	.	.	.	.	.
MISSISSIPPI	225.00	175.00	0.00	0.00	0.00
MISSOURI	28.13	40.63	12.50	9.38	0.00
MONTANA	26.32	21.05	0.00	21.05	100.00
NEBRASKA	0.00	85.11	6.38	2.13	6.38
NEVADA	85.31	28.16	0.82	2.04	85.31
NEW HAMPSHIRE	29.41	41.18	.	.	52.94
NEW JERSEY	68.76	27.70	2.74	6.44	7.09
NEW MEXICO	67.10	43.99	1.29	0.92	75.05
NEW YORK	67.27	71.10	32.53	1.01	0.00
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	28.57	85.71	42.86	14.29	14.29
OHIO	60.33	52.89	22.31	6.61	342.15
OKLAHOMA	17.58	28.57	0.00	0.00	1.10
OREGON	18.91	47.76	19.40	3.98	15.42
PENNSYLVANIA	85.50	84.62	1.48	5.33	0.00
PUERTO RICO	52.41	45.85	19.84	12.70	0.00
RHODE ISLAND	45.96	16.15	37.89	0.00	65.84
SOUTH CAROLINA	51.35	43.24	2.70	21.62	18.92
SOUTH DAKOTA	100.00	100.00	75.00	0.00	.
TENNESSEE	58.90	31.51	24.66	5.48	23.29
TEXAS	69.53	49.03	1.53	3.96	1.55
UTAH	38.51	30.41	29.05	9.46	0.00
VERMONT	62.50	25.00	0.00	0.00	0.00
VIRGINIA	40.41	32.88	6.85	2.74	2.74
WASHINGTON	65.34	49.43	36.65	5.40	21.31
WEST VIRGINIA	700.00	200.00	300.00	0.00	0.00
WISCONSIN	60.29	79.90	29.19	1.91	1.91
WYOMING	45.71	42.86	8.57	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	35.71	50.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	45.91	31.29	10.60	4.71	15.61
50 STATES, D.C. & P.R.	45.94	31.30	10.61	4.72	15.62

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Please see data notes for an explanation of individual State differences.
Percentages are based on counts of infants and toddlers with disabilities for whom race/ethnicity were provided. As an example of how the table should read: 44.83% of HISPANIC infants and toddlers with disabilities served in ALABAMA received FAMILY TRAINING services.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

WHITE

STATE	ASSISTIVE TECHNOLOGY	AUDIOLOGY	FAMILY TRAINING	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	5.93	12.30	40.02	5.29	9.28	15.64
ALASKA	0.00	12.61	0.84	12.18	29.83	8.82
ARIZONA	.	.	.	.	.	.
ARKANSAS	1.78	6.95	80.93	1.78	4.24	4.24
CALIFORNIA	0.34	2.15	0.57	8.68	0.06	1.29
COLORADO	9.30	9.15	27.79	15.19	20.99	5.80
CONNECTICUT	0.04	1.02	0.93	0.00	0.00	0.58
DELAWARE	2.39	1.52	8.04	5.00	28.26	10.87
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	12.54	11.76	65.37	0.19	50.86	32.02
GEORGIA	0.00	0.05	0.05	0.00	0.00	0.00
HAWAII	5.71	9.01	45.95	1.80	12.01	22.22
IDAHO	.	.	.	.	.	.
ILLINOIS	8.52	3.03	22.42	0.43	3.39	1.60
INDIANA	9.89	10.85	0.15	0.21	0.23	0.88
IOWA	8.18	12.44	6.87	5.21	5.09	8.29
KANSAS	17.43	22.02	37.47	8.47	7.34	8.26
KENTUCKY	224.00	308.00	1341.0	0.00	30.00	57.00
LOUISIANA	2.43	19.77	5.78	11.91	21.04	3.58
MAINE	.	.	.	.	.	.
MARYLAND	0.44	20.13	5.40	2.14	0.19	12.25
MASSACHUSETTS	.	2.60	86.79	86.79	.	7.02
MICHIGAN	1.77	4.71	29.31	23.14	7.49	20.24
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	3.92	17.19	19.00	0.00	3.32	0.00
MISSOURI	12.51	4.45	32.93	0.64	4.98	2.34
MONTANA	14.79	26.76	100.00	16.67	26.06	4.23
NEBRASKA	1.00	6.74	6.17	19.80	0.29	9.76
NEVADA	10.03	8.15	76.96	4.08	8.31	0.00
NEW HAMPSHIRE	.	.	32.58	.	.	1.90
NEW JERSEY	1.63	3.27	7.09	0.19	1.74	1.45
NEW MEXICO	0.26	3.86	22.11	0.51	0.26	0.51
NEW YORK	2.85	7.46	16.40	0.00	0.00	0.78
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	18.14	21.52	75.53	9.28	13.92	13.08
OHIO	2.62	10.17	10.91	18.87	22.30	19.30
OKLAHOMA	0.00	0.13	0.51	0.00	0.00	2.83
OREGON	1.73	5.81	29.34	1.21	3.32	5.28
PENNSYLVANIA	0.59	4.01	0.73	0.02	0.10	1.89
PUERTO RICO	0.00	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.14	5.69	28.59	0.27	0.00	1.36
SOUTH CAROLINA	2.12	9.21	4.88	2.03	8.56	1.75
SOUTH DAKOTA	2.23	2.72	8.42	0.25	0.25	0.00
TENNESSEE	5.61	10.76	49.19	5.36	13.27	17.56
TEXAS	9.73	5.53	20.23	0.80	1.19	1.21
UTAH	0.00	10.44	58.78	0.00	0.00	25.73
VERMONT	1.99	8.81	12.78	0.00	7.95	3.41
VIRGINIA	2.85	2.56	8.42	0.81	3.95	2.32
WASHINGTON	9.64	10.46	34.38	10.33	8.95	8.08
WEST VIRGINIA	3.75	3.21	6.24	0.48	1.61	4.93
WISCONSIN	3.47	4.84	15.25	0.63	1.82	4.03
WYOMING	3.65	7.60	40.73	22.80	13.07	8.81
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	30.00	65.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	100.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	33.33	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	4.46	6.75	25.74	9.54	7.19	7.19
50 STATES, D.C. & P.R.	4.46	6.74	25.73	9.54	7.19	7.19

Please see data notes for an explanation of individual State differences.
Percentages are based on counts of infants and toddlers with disabilities for whom race/ethnicity were provided. As an example of how the table should read: 40.02% of WHITE infants and toddlers with disabilities served in ALABAMA received FAMILY TRAINING services.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

WHITE

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	4.85	70.66	76.70	2.27	0.00	9.06
ALASKA	13.45	23.11	34.87	0.84	7.98	5.88
ARIZONA	.	.	.	.	.	.
ARKANSAS	5.25	38.98	40.17	7.80	0.85	8.22
CALIFORNIA	0.13	8.15	5.80	1.24	7.14	0.49
COLORADO	10.64	24.25	25.87	1.87	13.22	5.08
CONNECTICUT	0.18	22.24	28.36	0.27	0.00	3.68
DELAWARE	10.65	29.35	32.17	2.83	0.22	9.78
DISTRICT OF COLUMBIA	0.00	100.00	20.00	0.00	20.00	0.00
FLORIDA	0.00	31.42	35.08	18.96	0.00	211.50
GEORGIA	0.00	0.63	1.77	0.00	0.00	0.00
HAWAII	15.92	35.74	29.73	6.91	8.71	41.44
IDAHO	.	.	.	.	.	.
ILLINOIS	1.86	19.56	22.46	0.43	0.00	0.63
INDIANA	1.56	41.90	49.85	1.07	0.00	0.72
IOWA	5.81	41.11	46.45	6.87	3.67	11.26
KANSAS	14.89	43.47	43.54	5.43	6.99	21.67
KENTUCKY	59.00	1012.0	1111.0	33.00	231.00	24.00
LOUISIANA	8.44	32.83	32.72	0.35	1.50	2.08
MAINE	.	.	.	.	.	.
MARYLAND	0.10	26.79	38.89	1.85	0.00	1.51
MASSACHUSETTS	1.74	8.85	7.98	5.39	.	10.93
MICHIGAN	9.93	30.77	27.07	3.86	6.05	24.51
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	1.81	4.07	3.62	0.60	10.41	5.13
MISSOURI	2.74	28.72	32.98	0.64	0.00	0.93
MONTANA	16.67	26.53	29.58	5.63	34.74	8.22
NEBRASKA	17.65	52.65	53.80	11.19	14.63	0.00
NEVADA	15.52	25.08	27.74	8.93	0.63	7.84
NEW HAMPSHIRE	1.31	41.14	32.94	0.24	.	3.33
NEW JERSEY	2.71	22.08	35.40	0.93	0.85	8.61
NEW MEXICO	7.71	36.76	32.90	0.26	8.74	1.03
NEW YORK	1.59	29.65	36.32	1.41	8.48	5.66
NORTH CAROLINA	.	.	.	.	.	.
NORTH DAKOTA	17.72	51.05	24.89	10.13	19.83	13.92
OHIO	18.38	37.12	39.56	1.93	7.78	13.22
OKLAHOMA	0.19	14.13	23.12	1.67	0.00	0.06
OREGON	1.06	38.01	42.76	0.23	0.08	1.36
PENNSYLVANIA	0.96	40.89	50.24	1.95	0.00	3.13
PUERTO RICO	0.00	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	13.14	26.02	27.91	1.49	.	0.41
SOUTH CAROLINA	30.39	31.77	42.17	2.39	0.00	1.75
SOUTH DAKOTA	1.49	43.32	52.23	0.25	.	0.00
TENNESSEE	12.71	18.24	27.51	3.53	0.38	35.21
TEXAS	8.44	31.19	24.65	1.57	0.69	6.68
UTAH	0.00	36.17	32.38	0.47	0.00	3.13
VERMONT	12.22	23.01	37.50	1.99	10.51	3.13
VIRGINIA	1.92	26.71	44.37	0.58	8.77	4.01
WASHINGTON	14.40	38.82	34.31	5.57	4.01	15.47
WEST VIRGINIA	9.33	31.33	53.98	5.89	1.07	9.39
WISCONSIN	2.28	47.63	43.92	0.70	.	11.57
WYOMING	13.68	39.21	36.78	6.69	4.26	9.12
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	15.00	20.00	30.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	100.00	0.00	0.00	100.00
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	66.67	66.67	0.00	0.00	66.67
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	4.68	27.45	30.56	3.34	2.99	20.75
50 STATES, D.C. & P.R.	4.68	27.45	30.56	3.34	2.99	20.75

Please see data notes for an explanation of individual State differences.

Percentages are based on counts of infants and toddlers with disabilities for whom race/ethnicity were provided. As an example of how the table should read: 40.02% of WHITE infants and toddlers with disabilities served in ALABAMA received FAMILY TRAINING services.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH10

Percentage of Infants and Toddlers Birth Through Age 2 by Early Intervention Services Provided, by Race/Ethnicity, During the 1998-99 School Year

WHITE

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE	TRANSPORTATION	VISION SERVICES	OTHER
ALABAMA	48.33	89.97	12.08	10.68	107.44
ALASKA	83.61	26.89	0.84	5.46	0.00
ARIZONA	.	.	.	.	.
ARKANSAS	80.93	59.32	26.44	6.27	26.10
CALIFORNIA	37.24	17.31	1.22	2.51	8.36
COLORADO	49.59	25.20	7.00	6.09	25.25
CONNECTICUT	47.94	45.02	0.27	0.84	3.54
DELAWARE	44.57	44.13	5.87	10.43	71.30
DISTRICT OF COLUMBIA	80.00	100.00	0.00	0.00	.
FLORIDA	0.00	53.55	24.44	13.13	110.22
GEORGIA	0.73	2.08	0.10	0.52	0.63
HAWAII	21.32	43.54	9.61	12.01	0.60
IDAHO	.	.	.	.	.
ILLINOIS	18.20	29.74	12.08	1.96	1.30
INDIANA	68.95	59.78	12.71	1.26	0.44
IOWA	87.32	39.69	2.37	6.52	19.79
KANSAS	59.84	71.35	9.17	16.23	2.47
KENTUCKY	2955.0	1641.0	118.00	98.00	1086.0
LOUISIANA	78.50	26.71	0.46	18.15	43.12
MAINE	.	.	.	.	.
MARYLAND	57.95	59.75	7.88	4.13	0.19
MASSACHUSETTS	19.96	13.01	22.56	5.21	.
MICHIGAN	35.33	27.82	12.38	3.39	33.12
MINNESOTA	.	.	.	.	.
MISSISSIPPI	45.40	31.83	0.75	0.90	0.15
MISSOURI	26.72	43.67	17.73	2.88	1.91
MONTANA	22.77	41.08	6.57	8.69	100.00
NEBRASKA	0.00	69.73	17.22	1.58	6.89
NEVADA	85.27	41.85	0.47	2.19	85.27
NEW HAMPSHIRE	19.62	52.08	.	0.95	43.40
NEW JERSEY	60.07	48.20	0.41	4.56	2.49
NEW MEXICO	64.52	55.27	1.54	1.29	82.78
NEW YORK	44.48	76.91	16.57	2.11	0.00
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	62.87	50.21	10.97	20.25	5.49
OHIO	36.16	43.45	17.39	4.12	242.16
OKLAHOMA	19.97	35.26	0.00	0.39	1.86
OREGON	26.17	53.85	10.78	3.92	6.64
PENNSYLVANIA	59.97	58.30	0.67	3.68	0.00
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	47.97	35.50	7.05	1.49	66.40
SOUTH CAROLINA	51.20	38.58	1.38	12.34	17.50
SOUTH DAKOTA	48.51	62.13	25.99	2.97	.
TENNESSEE	53.27	38.39	19.81	5.27	11.27
TEXAS	65.03	48.70	0.93	5.44	0.91
UTAH	41.56	54.32	24.80	8.98	1.20
VERMONT	71.02	50.28	3.98	5.11	0.00
VIRGINIA	43.96	35.66	7.26	3.25	2.73
WASHINGTON	62.87	54.41	20.54	5.07	7.33
WEST VIRGINIA	96.73	53.39	15.99	3.15	0.00
WISCONSIN	62.11	71.92	14.37	2.87	1.09
WYOMING	53.80	54.10	21.58	4.26	6.08
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	25.00	40.00	25.00	0.00	0.00
NORTHERN MARIANAS	100.00	100.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	100.00	33.33	0.00	33.33	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	42.70	43.56	10.64	4.55	25.91
50 STATES, D.C. & P.R.	42.70	43.56	10.64	4.55	25.91

Please see data notes for an explanation of individual State differences.

Percentages are based on counts of infants and toddlers with disabilities for whom race/ethnicity were provided. As an example of how the table should read: 40.02% of WHITE infants and toddlers with disabilities served in ALABAMA received FAMILY TRAINING services.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Number of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	DEVELOPMENTAL DELAY PROGRAMS	TYPICALLY DEVELOPING PROGRAMS	HOME	HOSPITAL
ALABAMA	4	0	2	0
ALASKA	11	2	164	1
ARIZONA	.	.	.	.
ARKANSAS	0	0	0	0
CALIFORNIA	0	0	9	0
COLORADO	4	2	9	1
CONNECTICUT	1	2	8	0
DELAWARE	0	0	1	0
DISTRICT OF COLUMBIA	0	0	0	.
FLORIDA	.	.	.	.
GEORGIA	0	0	0	0
HAWAII	3	1	2	1
IDAHO	6	0	5	0
ILLINOIS	1	0	2	0
INDIANA	1	0	1	0
IOWA	0	1	7	0
KANSAS	2	0	12	0
KENTUCKY	.	.	.	.
LOUISIANA	1	0	8	0
MAINE	0	1	1	1
MARYLAND	0	0	4	0
MASSACHUSETTS	0	0	19	0
MICHIGAN	8	2	47	1
MINNESOTA	22	9	36	4
MISSISSIPPI	0	1	2	1
MISSOURI	.	.	.	.
MONTANA	0	1	115	1
NEBRASKA	10	0	29	0
NEVADA	1	2	5	0
NEW HAMPSHIRE	1	0	6	.
NEW JERSEY	0	0	6	0
NEW MEXICO	27	14	143	0
NEW YORK	6	1	17	0
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	1	2	43	0
OHIO	3	0	4	0
OKLAHOMA	1	6	152	1
OREGON	10	6	17	0
PENNSYLVANIA	0	0	15	0
PUERTO RICO	0	0	0	0
RHODE ISLAND	0	0	6	.
SOUTH CAROLINA	0	0	1	0
SOUTH DAKOTA	29	13	117	2
TENNESSEE	1	0	5	0
TEXAS	0	2	17	0
UTAH	16	0	87	0
VERMONT	5	0	1	0
VIRGINIA	1	1	1	0
WASHINGTON	33	14	52	0
WEST VIRGINIA	1	0	1	0
WISCONSIN	8	4	34	1
WYOMING	3	0	22	.
AMERICAN SAMOA	0	0	0	0
GUAM	1	0	6	0
NORTHERN MARIANAS	0	0	0	0
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	222	87	1,241	15
50 STATES, D.C. & P.R.	221	87	1,235	15

Please see data notes for an explanation of individual State differences.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Number of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	RESIDENTIAL FACILITY	SERVICE PROVIDER LOCATION	OTHER SETTING	TOTAL
ALABAMA	0	1	0	7
ALASKA	3	1	3	185
ARIZONA	.	.	.	.
ARKANSAS	0	0	0	0
CALIFORNIA	0	4	0	13
COLORADO	0	1	0	17
CONNECTICUT	0	0	0	11
DELAWARE	0	0	1	2
DISTRICT OF COLUMBIA	.	0	.	0
FLORIDA	.	.	.	.
GEORGIA	0	0	0	0
HAWAII	0	0	0	7
IDAHO	0	0	0	11
ILLINOIS	0	0	0	3
INDIANA	0	1	1	4
IOWA	0	0	0	8
KANSAS	0	1	0	15
KENTUCKY	.	.	.	.
LOUISIANA	0	3	2	14
MAINE	0	2	0	5
MARYLAND	0	0	0	4
MASSACHUSETTS	0	0	0	19
MICHIGAN	0	1	1	60
MINNESOTA	0	0	0	71
MISSISSIPPI	0	0	0	4
MISSOURI	.	.	.	.
MONTANA	0	5	0	122
NEBRASKA	0	0	0	39
NEVADA	0	6	0	14
NEW HAMPSHIRE	.	.	0	7
NEW JERSEY	0	0	0	6
NEW MEXICO	0	7	2	193
NEW YORK	0	0	0	24
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	0	1	0	47
OHIO	0	1	0	8
OKLAHOMA	0	8	3	171
OREGON	0	2	0	35
PENNSYLVANIA	0	0	1	16
PUERTO RICO	0	0	0	0
RHODE ISLAND	.	0	0	6
SOUTH CAROLINA	0	1	0	2
SOUTH DAKOTA	2	4	7	174
TENNESSEE	0	4	0	10
TEXAS	0	0	0	19
UTAH	0	0	0	103
VERMONT	0	0	0	6
VIRGINIA	0	1	0	4
WASHINGTON	0	5	0	104
WEST VIRGINIA	0	0	0	2
WISCONSIN	0	5	0	52
WYOMING	.	1	.	26
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	7
NORTHERN MARIANAS	0	0	0	0
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	5	66	21	1,657
50 STATES, D.C. & P.R.	5	66	21	1,650

Please see data notes for an explanation of individual State differences.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Percentage of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	DEVELOPMENTAL DELAY PROGRAMS	TYPICALLY DEVELOPING PROGRAMS	HOME	HOSPITAL
ALABAMA	0.52	0.00	0.41	0.00
ALASKA	28.95	40.00	36.85	100.00
ARIZONA	.	.	.	.
ARKANSAS	0.00	0.00	0.00	0.00
CALIFORNIA	0.00	0.00	0.26	0.00
COLORADO	0.83	1.03	0.73	0.79
CONNECTICUT	1.61	0.45	0.28	0.00
DELAWARE	0.00	0.00	0.42	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	.
FLORIDA	.	.	.	.
GEORGIA	0.00	0.00	0.00	0.00
HAWAII	0.42	0.34	0.10	16.67
IDAHO	2.21	0.00	0.76	0.00
ILLINOIS	0.05	0.00	0.14	0.00
INDIANA	0.10	0.00	0.03	0.00
IOWA	0.00	1.23	0.85	0.00
KANSAS	0.85	0.00	0.84	0.00
KENTUCKY	.	.	.	.
LOUISIANA	0.73	0.00	0.69	0.00
MAINE	0.00	0.76	0.60	0.94
MARYLAND	0.00	0.00	0.19	0.00
MASSACHUSETTS	0.00	0.00	0.22	0.00
MICHIGAN	0.65	12.50	1.12	1.67
MINNESOTA	4.75	6.87	1.73	57.14
MISSISSIPPI	0.00	0.71	0.17	0.14
MISSOURI	.	.	.	.
MONTANA	0.00	7.69	21.90	33.33
NEBRASKA	6.67	0.00	5.02	0.00
NEVADA	0.52	5.00	1.61	0.00
NEW HAMPSHIRE	3.33	0.00	0.69	.
NEW JERSEY	0.00	0.00	0.18	0.00
NEW MEXICO	8.28	38.89	19.70	0.00
NEW YORK	0.34	0.34	0.22	0.00
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	14.29	28.57	15.47	0.00
OHIO	0.22	0.00	0.20	0.00
OKLAHOMA	5.88	8.82	7.92	6.67
OREGON	1.54	11.76	2.00	0.00
PENNSYLVANIA	0.00	0.00	0.23	0.00
PUERTO RICO	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	0.00	1.21	.
SOUTH CAROLINA	0.00	0.00	0.08	0.00
SOUTH DAKOTA	27.88	20.97	34.62	66.67
TENNESSEE	0.14	0.00	0.32	0.00
TEXAS	0.00	0.16	0.15	0.00
UTAH	2.90	0.00	7.57	0.00
VERMONT	6.17	0.00	0.35	0.00
VIRGINIA	0.17	0.22	0.10	0.00
WASHINGTON	2.84	7.91	8.58	0.00
WEST VIRGINIA	0.36	0.00	0.08	0.00
WISCONSIN	0.59	3.67	1.57	4.76
WYOMING	3.90	0.00	8.03	.
AMERICAN SAMOA	0.00	0.00	0.00	0.00
GUAM	1.41	0.00	4.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	0.96	1.58	1.44	1.23
50 STATES, D.C. & P.R.	0.96	1.58	1.44	1.26

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Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Percentage of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	RESIDENTIAL FACILITY	SERVICE PROVIDER LOCATION	OTHER SETTING	TOTAL
ALABAMA	0.00	0.33	0.00	0.43
ALASKA	100.00	50.00	60.00	37.07
ARIZONA	.	.	.	.
ARKANSAS	0.00	0.00	0.00	0.00
CALIFORNIA	0.00	0.25	0.00	0.26
COLORADO	0.00	0.26	0.00	0.69
CONNECTICUT	0.00	0.00	0.00	0.32
DELAWARE	0.00	0.00	0.35	0.26
DISTRICT OF COLUMBIA	.	0.00	.	0.00
FLORIDA	.	.	.	.
GEORGIA	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	0.00	0.22
IDAHO	0.00	0.00	0.00	1.07
ILLINOIS	0.00	0.00	0.00	0.07
INDIANA	0.00	0.11	0.56	0.07
IOWA	0.00	0.00	0.00	0.79
KANSAS	0.00	0.93	0.00	0.80
KENTUCKY	.	.	.	.
LOUISIANA	0.00	0.98	2.60	0.82
MAINE	0.00	0.75	0.00	0.66
MARYLAND	0.00	0.00	0.00	0.11
MASSACHUSETTS	0.00	0.00	0.00	0.22
MICHIGAN	0.00	0.40	0.71	1.01
MINNESOTA	0.00	0.00	0.00	2.58
MISSISSIPPI	0.00	0.00	0.00	0.18
MISSOURI	.	.	.	.
MONTANA	0.00	16.13	0.00	21.03
NEBRASKA	0.00	0.00	0.00	5.27
NEVADA	0.00	1.66	0.00	1.54
NEW HAMPSHIRE	.	.	0.00	0.71
NEW JERSEY	0.00	0.00	0.00	0.14
NEW MEXICO	0.00	9.46	13.33	16.40
NEW YORK	0.00	0.00	0.00	0.25
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	0.00	14.29	0.00	15.46
OHIO	0.00	0.51	0.00	0.21
OKLAHOMA	0.00	22.22	6.67	8.13
OREGON	0.00	3.70	0.00	2.16
PENNSYLVANIA	0.00	0.00	0.10	0.20
PUERTO RICO	0.00	0.00	0.00	0.00
RHODE ISLAND	.	0.00	0.00	0.63
SOUTH CAROLINA	0.00	0.13	0.00	0.09
SOUTH DAKOTA	100.00	9.30	16.28	29.24
TENNESSEE	0.00	0.48	0.00	0.30
TEXAS	0.00	0.00	0.00	0.15
UTAH	0.00	0.00	0.00	5.64
VERMONT	0.00	0.00	0.00	1.57
VIRGINIA	0.00	0.21	0.00	0.16
WASHINGTON	0.00	2.60	0.00	4.86
WEST VIRGINIA	0.00	0.00	0.00	0.12
WISCONSIN	0.00	1.80	0.00	1.32
WYOMING	.	5.00	.	6.48
AMERICAN SAMOA	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	3.03
NORTHERN MARIANAS	0.00	0.00	0.00	0.00
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	2.39	0.65	0.74	1.28
50 STATES, D.C. & P.R.	2.40	0.65	0.74	1.28

Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Number of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

ASIAN/PACIFIC ISLANDER

STATE	DEVELOPMENTAL DELAY PROGRAMS	TYPICALLY DEVELOPING PROGRAMS	HOME	HOSPITAL
ALABAMA	3	0	0	0
ALASKA	1	1	20	0
ARIZONA	.	.	.	.
ARKANSAS	3	0	6	0
CALIFORNIA	0	0	224	0
COLORADO	11	13	20	4
CONNECTICUT	4	13	65	0
DELAWARE	1	0	1	0
DISTRICT OF COLUMBIA	2	0	0	.
FLORIDA	.	.	.	.
GEORGIA	0	0	0	0
HAWAII	602	243	1,711	3
IDAHO	0	0	1	0
ILLINOIS	24	0	24	0
INDIANA	2	1	40	0
IOWA	1	1	9	0
KANSAS	4	3	25	0
KENTUCKY	.	.	.	.
LOUISIANA	1	0	14	0
MAINE	0	1	2	1
MARYLAND	32	0	74	0
MASSACHUSETTS	0	0	254	0
MICHIGAN	21	1	56	0
MINNESOTA	13	0	38	0
MISSISSIPPI	0	1	3	2
MISSOURI	.	.	.	.
MONTANA	0	0	8	0
NEBRASKA	7	0	23	0
NEVADA	12	3	9	0
NEW HAMPSHIRE	0	0	11	.
NEW JERSEY	24	4	106	0
NEW MEXICO	4	0	3	0
NEW YORK	28	7	162	0
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	0	0	4	0
OHIO	13	0	13	1
OKLAHOMA	0	0	25	0
OREGON	15	0	15	0
PENNSYLVANIA	2	6	118	0
PUERTO RICO	1	0	0	0
RHODE ISLAND	5	0	3	.
SOUTH CAROLINA	0	0	8	0
SOUTH DAKOTA	0	0	1	0
TENNESSEE	11	1	23	0
TEXAS	0	23	231	0
UTAH	12	3	24	0
VERMONT	2	0	7	0
VIRGINIA	13	10	22	0
WASHINGTON	67	6	27	0
WEST VIRGINIA	1	0	3	0
WISCONSIN	25	5	51	0
WYOMING	2	0	2	.
AMERICAN SAMOA	26	0	272	21
GUAM	67	8	98	0
NORTHERN MARIANAS	1	0	26	0
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	1,063	354	3,882	32
50 STATES, D.C. & P.R.	969	346	3,486	11

Please see data notes for an explanation of individual State differences.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Number of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

ASIAN/PACIFIC ISLANDER

STATE	RESIDENTIAL FACILITY	SERVICE PROVIDER LOCATION	OTHER SETTING	TOTAL
ALABAMA	0	0	0	3
ALASKA	0	0	0	22
ARIZONA	.	.	.	.
ARKANSAS	0	0	0	9
CALIFORNIA	0	102	0	326
COLORADO	0	8	0	56
CONNECTICUT	0	1	0	83
DELAWARE	0	0	5	7
DISTRICT OF COLUMBIA	.	0	.	2
FLORIDA	.	.	.	.
GEORGIA	0	0	0	0
HAWAII	0	51	2	2,612
IDAHO	0	0	0	1
ILLINOIS	0	7	2	57
INDIANA	0	10	1	54
IOWA	0	0	0	11
KANSAS	0	4	0	36
KENTUCKY	.	.	.	.
LOUISIANA	0	1	0	16
MAINE	0	2	0	6
MARYLAND	0	2	0	108
MASSACHUSETTS	0	0	0	254
MICHIGAN	0	3	2	83
MINNESOTA	0	0	0	51
MISSISSIPPI	0	1	0	7
MISSOURI	.	.	.	.
MONTANA	0	0	0	8
NEBRASKA	0	1	0	31
NEVADA	0	20	0	44
NEW HAMPSHIRE	.	.	0	11
NEW JERSEY	1	6	2	143
NEW MEXICO	0	1	0	8
NEW YORK	0	2	0	199
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	0	0	0	4
OHIO	0	3	2	32
OKLAHOMA	0	0	1	26
OREGON	0	1	0	31
PENNSYLVANIA	0	3	40	169
PUERTO RICO	0	0	0	1
RHODE ISLAND	.	0	1	9
SOUTH CAROLINA	0	5	0	13
SOUTH DAKOTA	0	0	1	2
TENNESSEE	0	8	0	43
TEXAS	1	1	5	261
UTAH	0	5	0	44
VERMONT	0	0	0	9
VIRGINIA	1	10	0	56
WASHINGTON	0	8	0	108
WEST VIRGINIA	0	1	0	5
WISCONSIN	0	4	0	85
WYOMING	.	0	.	4
AMERICAN SAMOA	1	16	0	336
GUAM	0	0	0	173
NORTHERN MARIANAS	0	5	0	32
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	4	292	64	5,691
50 STATES, D.C. & P.R.	3	271	64	5,150

Please see data notes for an explanation of individual State differences.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Percentage of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

ASIAN/PACIFIC ISLANDER

STATE	DEVELOPMENTAL DELAY PROGRAMS	TYPICALLY DEVELOPING PROGRAMS	HOME	HOSPITAL
ALABAMA	0.39	0.00	0.00	0.00
ALASKA	2.63	20.00	4.49	0.00
ARIZONA	.	.	.	.
ARKANSAS	0.26	0.00	0.90	0.00
CALIFORNIA	0.00	0.00	6.52	0.00
COLORADO	2.29	6.67	1.62	3.17
CONNECTICUT	6.45	2.92	2.30	0.00
DELAWARE	0.85	0.00	0.42	0.00
DISTRICT OF COLUMBIA	1.16	0.00	0.00	.
FLORIDA	.	.	.	.
GEORGIA	0.00	0.00	0.00	0.00
HAWAII	84.91	[illegible]2.65	83.67	50.00
IDAHO	0.00	0.00	0.15	0.00
ILLINOIS	1.16	0.00	1.72	0.00
INDIANA	0.21	0.53	1.23	0.00
IOWA	1.06	1.23	1.10	0.00
KANSAS	1.69	2.94	1.75	0.00
KENTUCKY	.	.	.	.
LOUISIANA	0.73	0.00	1.21	0.00
MAINE	0.00	0.76	1.19	0.94
MARYLAND	2.66	0.00	3.53	0.00
MASSACHUSETTS	0.00	0.00	3.00	0.00
MICHIGAN	1.70	6.25	1.33	0.00
MINNESOTA	2.81	0.00	1.82	0.00
MISSISSIPPI	0.00	0.71	0.26	0.29
MISSOURI	.	.	.	.
MONTANA	0.00	0.00	1.52	0.00
NEBRASKA	4.67	0.00	3.98	0.00
NEVADA	6.25	7.50	2.89	0.00
NEW HAMPSHIRE	0.00	0.00	1.26	.
NEW JERSEY	4.14	1.54	3.19	0.00
NEW MEXICO	1.23	0.00	0.41	0.00
NEW YORK	1.59	2.40	2.12	0.00
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	0.00	0.00	1.44	0.00
OHIO	0.96	0.00	0.64	2.17
OKLAHOMA	0.00	0.00	1.30	0.00
OREGON	2.31	0.00	1.76	0.00
PENNSYLVANIA	0.57	2.29	1.83	0.00
PUERTO RICO	0.05	0.00	0.00	0.00
RHODE ISLAND	2.23	0.00	0.61	.
SOUTH CAROLINA	0.00	0.00	0.60	0.00
SOUTH DAKOTA	0.00	0.00	0.30	0.00
TENNESSEE	1.52	0.64	1.47	0.00
TEXAS	0.00	1.86	2.03	0.00
UTAH	2.18	14.29	2.09	0.00
VERMONT	2.47	0.00	2.45	0.00
VIRGINIA	2.16	2.22	2.22	0.00
WASHINGTON	5.76	3.39	4.46	0.00
WEST VIRGINIA	0.36	0.00	0.25	0.00
WISCONSIN	1.83	4.59	2.36	0.00
WYOMING	2.60	0.00	0.73	.
AMERICAN SAMOA	100.00	0.00	100.00	100.00
GUAM	94.37	80.00	65.33	0.00
NORTHERN MARIANAS	100.00	0.00	96.30	0.00
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	4.61	6.42	4.51	2.63
50 STATES, D.C. & P.R.	4.22	6.29	4.07	0.92

Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Percentage of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

ASIAN/PACIFIC ISLANDER

STATE	RESIDENTIAL FACILITY	SERVICE PROVIDER LOCATION	OTHER SETTING	TOTAL
ALABAMA	0.00	0.00	0.00	0.19
ALASKA	0.00	0.00	0.00	4.41
ARIZONA	.	.	.	.
ARKANSAS	0.00	0.00	0.00	0.45
CALIFORNIA	0.00	6.46	0.00	6.50
COLORADO	0.00	2.12	0.00	2.28
CONNECTICUT	0.00	1.05	0.00	2.42
DELAWARE	0.00	0.00	1.76	0.90
DISTRICT OF COLUMBIA	.	0.00	.	0.87
FLORIDA	.	.	.	.
GEORGIA	0.00	0.00	0.00	0.00
HAWAII	0.00	86.44	100.00	83.85
IDAHO	0.00	0.00	0.00	0.10
ILLINOIS	0.00	1.40	0.61	1.31
INDIANA	0.00	1.06	0.56	0.97
IOWA	0.00	0.00	0.00	1.09
KANSAS	0.00	3.74	0.00	1.91
KENTUCKY	.	.	.	.
LOUISIANA	0.00	0.33	0.00	0.93
MAINE	0.00	0.75	0.00	0.79
MARYLAND	0.00	1.89	0.00	3.09
MASSACHUSETTS	0.00	0.00	0.00	3.00
MICHIGAN	0.00	1.20	1.43	1.40
MINNESOTA	0.00	0.00	0.00	1.85
MISSISSIPPI	0.00	0.36	0.00	0.31
MISSOURI	.	.	.	.
MONTANA	0.00	0.00	0.00	1.38
NEBRASKA	0.00	33.33	0.00	4.19
NEVADA	0.00	5.52	0.00	4.84
NEW HAMPSHIRE	.	.	0.00	1.12
NEW JERSEY	9.09	6.82	1.89	3.25
NEW MEXICO	0.00	1.35	0.00	0.68
NEW YORK	0.00	9.52	0.00	2.03
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	0.00	0.00	0.00	1.32
OHIO	0.00	1.52	2.99	0.85
OKLAHOMA	0.00	0.00	2.22	1.24
OREGON	0.00	1.85	0.00	1.91
PENNSYLVANIA	0.00	2.78	3.99	2.06
PUERTO RICO	0.00	0.00	0.00	0.04
RHODE ISLAND	.	0.00	0.97	0.94
SOUTH CAROLINA	0.00	0.63	0.00	0.59
SOUTH DAKOTA	0.00	0.00	2.33	0.34
TENNESSEE	0.00	0.97	0.00	1.28
TEXAS	5.56	1.32	6.10	2.03
UTAH	0.00	5.26	0.00	2.41
VERMONT	0.00	0.00	0.00	2.36
VIRGINIA	4.35	2.10	0.00	2.18
WASHINGTON	0.00	4.17	0.00	5.05
WEST VIRGINIA	0.00	0.45	0.00	0.29
WISCONSIN	0.00	1.44	0.00	2.15
WYOMING	.	0.00	.	1.00
AMERICAN SAMOA	100.00	100.00	0.00	100.00
GUAM	0.00	0.00	0.00	74.89
NORTHERN MARIANAS	0.00	100.00	0.00	96.97
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	1.91	2.87	2.25	4.40
50 STATES, D.C. & P.R.	1.44	2.67	2.25	4.00

Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Number of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

BLACK

STATE	DEVELOPMENTAL DELAY PROGRAMS	TYPICALLY DEVELOPING PROGRAMS	HOME	HOSPITAL
ALABAMA	328	5	244	2
ALASKA	6	1	21	0
ARIZONA	.	.	.	.
ARKANSAS	489	33	188	0
CALIFORNIA	0	0	365	0
COLORADO	22	15	62	18
CONNECTICUT	22	52	409	1
DELAWARE	31	7	61	1
DISTRICT OF COLUMBIA	0	7	12	.
FLORIDA	.	.	.	.
GEORGIA	0	0	7	0
HAWAII	17	7	57	1
IDAHO	2	0	1	0
ILLINOIS	545	12	209	0
INDIANA	175	25	409	1
IOWA	9	5	40	0
KANSAS	42	20	124	1
KENTUCKY	.	.	.	.
LOUISIANA	71	9	523	3
MAINE	0	1	1	1
MARYLAND	408	24	740	1
MASSACHUSETTS	0	0	735	0
MICHIGAN	172	2	896	17
MINNESOTA	35	4	156	0
MISSISSIPPI	0	76	637	383
MISSOURI	.	.	.	.
MONTANA	0	0	5	0
NEBRASKA	8	0	72	0
NEVADA	14	3	36	0
NEW HAMPSHIRE	0	0	11	.
NEW JERSEY	110	104	645	12
NEW MEXICO	7	1	12	0
NEW YORK	483	78	846	0
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	0	0	6	0
OHIO	223	22	478	15
OKLAHOMA	3	9	235	0
OREGON	14	0	15	0
PENNSYLVANIA	53	65	1,079	2
PUERTO RICO	0	0	0	0
RHODE ISLAND	12	8	36	.
SOUTH CAROLINA	27	1	676	4
SOUTH DAKOTA	0	5	5	0
TENNESSEE	304	29	326	0
TEXAS	8	326	1,538	1
UTAH	6	2	16	0
VERMONT	1	0	5	0
VIRGINIA	166	124	274	1
WASHINGTON	70	23	31	0
WEST VIRGINIA	9	1	59	0
WISCONSIN	498	14	231	1
WYOMING	0	1	8	.
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	16	0
NORTHERN MARIANAS	0	0	0	0
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	4,390	1,121	12,558	466
50 STATES, D.C. & P.R.	4,390	1,121	12,542	466

Please see data notes for an explanation of individual State differences.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Number of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

BLACK

STATE	RESIDENTIAL FACILITY	SERVICE PROVIDER LOCATION	OTHER SETTING	TOTAL
ALABAMA	5	99	5	688
ALASKA	0	0	1	29
ARIZONA	.	.	.	.
ARKANSAS	29	22	0	761
CALIFORNIA	0	253	0	618
COLORADO	0	12	3	132
CONNECTICUT	0	15	0	499
DELAWARE	0	25	108	233
DISTRICT OF COLUMBIA	.	17	.	36
FLORIDA	.	.	.	.
GEORGIA	0	4	0	11
HAWAII	0	2	0	84
IDAHO	0	2	0	5
ILLINOIS	0	86	74	926
INDIANA	3	120	16	749
IOWA	0	0	1	55
KANSAS	0	5	0	192
KENTUCKY	.	.	.	.
LOUISIANA	3	149	37	795
MAINE	0	2	0	5
MARYLAND	0	13	2	1,188
MASSACHUSETTS	0	0	0	735
MICHIGAN	1	175	39	1,302
MINNESOTA	0	1	0	196
MISSISSIPPI	0	153	0	1,249
MISSOURI	.	.	.	.
MONTANA	0	0	0	5
NEBRASKA	0	0	0	80
NEVADA	0	45	0	98
NEW HAMPSHIRE	.	.	2	13
NEW JERSEY	4	11	45	931
NEW MEXICO	0	5	2	27
NEW YORK	0	1	7	1,415
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	0	1	0	7
OHIO	0	78	14	830
OKLAHOMA	1	3	5	256
OREGON	1	0	0	30
PENNSYLVANIA	1	11	578	1,789
PUERTO RICO	0	0	0	0
RHODE ISLAND	.	2	14	72
SOUTH CAROLINA	0	344	4	1,056
SOUTH DAKOTA	0	0	1	11
TENNESSEE	0	225	5	889
TEXAS	6	10	7	1,896
UTAH	0	2	0	26
VERMONT	0	0	0	6
VIRGINIA	7	131	6	709
WASHINGTON	0	8	0	132
WEST VIRGINIA	0	8	0	77
WISCONSIN	0	9	1	754
WYOMING	.	0	.	9
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	16
NORTHERN MARIANAS	0	0	0	0
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	61	2,049	977	21,622
50 STATES, D.C. & P.R.	61	2,049	977	21,606

Please see data notes for an explanation of individual State differences.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AH11

Percentage of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

BLACK

STATE	DEVELOPMENTAL DELAY PROGRAMS	TYPICALLY DEVELOPING PROGRAMS	HOME	HOSPITAL
ALABAMA	42.99	33.33	50.52	50.00
ALASKA	15.79	20.00	4.72	0.00
ARIZONA	.	.	.	.
ARKANSAS	41.94	42.86	28.10	0.00
CALIFORNIA	0.00	0.00	10.62	0.00
COLORADO	4.57	7.69	5.03	14.29
CONNECTICUT	35.48	11.69	14.48	100.00
DELAWARE	26.27	25.93	25.63	16.67
DISTRICT OF COLUMBIA	0.00	58.33	42.86	.
FLORIDA	.	.	.	.
GEORGIA	0.00	0.00	8.64	0.00
HAWAII	2.40	2.38	2.79	16.67
IDAHO	0.74	0.00	0.15	0.00
ILLINOIS	26.29	28.57	14.95	0.00
INDIANA	18.04	13.23	12.57	33.33
IOWA	9.57	6.17	4.87	0.00
KANSAS	17.80	19.61	8.68	50.00
KENTUCKY	.	.	.	.
LOUISIANA	51.82	36.00	45.05	100.00
MAINE	0.00	0.76	0.60	0.94
MARYLAND	33.92	28.24	35.29	50.00
MASSACHUSETTS	0.00	0.00	8.69	0.00
MICHIGAN	13.90	12.50	21.27	28.33
MINNESOTA	7.56	3.05	7.48	0.00
MISSISSIPPI	0.00	53.90	55.06	55.03
MISSOURI	.	.	.	.
MONTANA	0.00	0.00	0.95	0.00
NEBRASKA	5.33	0.00	12.46	0.00
NEVADA	7.29	7.50	11.58	0.00
NEW HAMPSHIRE	0.00	0.00	1.26	.
NEW JERSEY	18.97	40.00	19.39	48.00
NEW MEXICO	2.15	2.78	1.65	0.00
NEW YORK	27.49	26.71	11.09	0.00
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	0.00	0.00	2.16	0.00
OHIO	16.54	30.56	23.57	32.61
OKLAHOMA	17.65	13.24	12.24	0.00
OREGON	2.15	0.00	1.76	0.00
PENNSYLVANIA	15.06	24.81	16.71	66.67
PUERTO RICO	0.00	0.00	0.00	0.00
RHODE ISLAND	5.36	10.13	7.27	.
SOUTH CAROLINA	60.00	11.11	51.10	66.67
SOUTH DAKOTA	0.00	8.06	1.48	0.00
TENNESSEE	42.11	18.47	20.79	0.00
TEXAS	13.11	26.38	13.50	11.11
UTAH	1.09	9.52	1.39	0.00
VERMONT	1.23	0.00	1.75	0.00
VIRGINIA	27.53	27.56	27.59	20.00
WASHINGTON	6.02	12.99	5.12	0.00
WEST VIRGINIA	3.28	11.11	4.87	0.00
WISCONSIN	36.43	12.84	10.68	4.76
WYOMING	0.00	3.33	2.92	.
AMERICAN SAMOA	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	10.67	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	19.02	20.34	14.57	38.32
50 STATES, D.C. & P.R.	19.11	20.38	14.63	39.00

Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Percentage of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

BLACK

STATE	RESIDENTIAL FACILITY	SERVICE PROVIDER LOCATION	OTHER SETTING	TOTAL
ALABAMA	27.78	32.35	21.74	42.68
ALASKA	0.00	0.00	20.00	5.81
ARIZONA	.	.	.	.
ARKANSAS	82.86	34.92	0.00	37.84
CALIFORNIA	0.00	16.01	0.00	12.32
COLORADO	0.00	3.17	6.52	5.37
CONNECTICUT	0.00	15.79	0.00	14.56
DELAWARE	0.00	24.27	38.03	30.03
DISTRICT OF COLUMBIA	.	94.44	.	15.65
FLORIDA	.	.	.	.
GEORGIA	0.00	6.15	0.00	7.05
HAWAII	0.00	3.39	0.00	2.70
IDAHO	0.00	2.17	0.00	0.49
ILLINOIS	0.00	17.17	22.56	21.33
INDIANA	60.00	12.74	9.04	13.52
IOWA	0.00	0.00	25.00	5.43
KANSAS	0.00	4.67	0.00	10.19
KENTUCKY	.	.	.	.
LOUISIANA	100.00	48.69	48.05	46.44
MAINE	0.00	0.75	0.00	0.66
MARYLAND	0.00	12.26	100.00	33.98
MASSACHUSETTS	0.00	0.00	0.00	8.69
MICHIGAN	100.00	69.72	27.86	22.00
MINNESOTA	0.00	1.64	0.00	7.11
MISSISSIPPI	0.00	55.04	0.00	54.97
MISSOURI	.	.	.	.
MONTANA	0.00	0.00	0.00	0.86
NEBRASKA	0.00	0.00	0.00	10.81
NEVADA	0.00	12.43	0.00	10.78
NEW HAMPSHIRE	.	.	3.70	1.32
NEW JERSEY	36.36	12.50	42.45	21.18
NEW MEXICO	0.00	6.76	13.33	2.29
NEW YORK	0.00	4.76	8.43	14.45
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	0.00	14.29	0.00	2.30
OHIO	0.00	39.59	20.90	22.09
OKLAHOMA	50.00	8.33	11.11	12.17
OREGON	7.14	0.00	0.00	1.85
PENNSYLVANIA	25.00	10.19	57.63	21.85
PUERTO RICO	0.00	0.00	0.00	0.00
RHODE ISLAND	.	3.57	13.59	7.52
SOUTH CAROLINA	0.00	43.05	33.33	48.13
SOUTH DAKOTA	0.00	0.00	2.33	1.85
TENNESSEE	0.00	27.14	6.76	26.40
TEXAS	33.33	13.16	8.54	14.72
UTAH	0.00	2.11	0.00	1.42
VERMONT	0.00	0.00	0.00	1.57
VIRGINIA	30.43	27.52	31.58	27.60
WASHINGTON	0.00	4.17	0.00	6.17
WEST VIRGINIA	0.00	3.62	0.00	4.48
WISCONSIN	0.00	3.24	6.67	19.07
WYOMING	.	0.00	.	2.24
AMERICAN SAMOA	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	6.93
NORTHERN MARIANAS	0.00	0.00	0.00	0.00
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	29.19	20.13	34.28	16.73
50 STATES, D.C. & P.R.	29.33	20.18	34.28	16.80

Please see data notes for an explanation of individual State differences.

Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.

Data based on the December 1, 1998 count, updated as of September 25, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Number of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

HISPANIC

STATE	DEVELOPMENTAL DELAY PROGRAMS	TYPICALLY DEVELOPING PROGRAMS	HOME	HOSPITAL
ALABAMA	15	0	8	0
ALASKA	0	0	24	0
ARIZONA	.	.	.	.
ARKANSAS	31	2	26	0
CALIFORNIA	0	0	1,788	0
COLORADO	104	55	303	21
CONNECTICUT	12	46	492	0
DELAWARE	14	3	13	1
DISTRICT OF COLUMBIA	169	5	12	.
FLORIDA	.	.	.	.
GEORGIA	0	1	10	1
HAWAII	14	10	51	0
IDAHO	26	2	102	0
ILLINOIS	306	1	184	0
INDIANA	23	3	79	0
IOWA	5	1	38	0
KANSAS	24	12	181	0
KENTUCKY	.	.	.	.
LOUISIANA	1	0	17	0
MAINE	0	1	1	0
MARYLAND	17	4	102	0
MASSACHUSETTS	0	0	1,568	0
MICHIGAN	33	0	174	5
MINNESOTA	18	7	68	0
MISSISSIPPI	0	2	15	9
MISSOURI	.	.	.	.
MONTANA	0	2	14	1
NEBRASKA	14	0	53	0
NEVADA	47	1	60	1
NEW HAMPSHIRE	2	1	17	.
NEW JERSEY	105	35	429	5
NEW MEXICO	181	13	313	0
NEW YORK	275	35	668	0
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	0	0	7	0
OHIO	0	0	0	0
OKLAHOMA	1	2	88	0
OREGON	77	2	109	2
PENNSYLVANIA	15	10	423	0
PUERTO RICO	2,064	6	37	0
RHODE ISLAND	46	12	45	.
SOUTH CAROLINA	4	0	20	0
SOUTH DAKOTA	0	0	1	0
TENNESSEE	10	2	47	0
TEXAS	26	317	4,805	3
UTAH	25	2	105	0
VERMONT	1	0	7	0
VIRGINIA	31	23	51	0
WASHINGTON	157	30	116	0
WEST VIRGINIA	0	0	5	0
WISCONSIN	106	8	89	0
WYOMING	3	2	28	.
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	15	0
NORTHERN MARIANAS	0	0	0	0
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	4,002	658	12,808	49
50 STATES, D.C. & P.R.	4,002	658	12,793	49

Please see data notes for an explanation of individual State differences.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Number of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

HISPANIC

STATE	RESIDENTIAL FACILITY	SERVICE PROVIDER LOCATION	OTHER SETTING	TOTAL
ALABAMA	0	4	0	27
ALASKA	0	0	0	24
ARIZONA	.	.	.	.
ARKANSAS	0	1	0	60
CALIFORNIA	0	680	0	2,468
COLORADO	0	117	5	605
CONNECTICUT	0	27	0	577
DELAWARE	0	16	27	74
DISTRICT OF COLUMBIA	.	1	.	187
FLORIDA	.	.	.	.
GEORGIA	0	7	0	19
HAWAII	0	4	0	79
IDAHO	0	7	0	137
ILLINOIS	0	59	29	579
INDIANA	1	23	6	135
IOWA	0	0	0	44
KANSAS	0	7	0	224
KENTUCKY	.	.	.	.
LOUISIANA	0	2	2	22
MAINE	0	1	0	3
MARYLAND	0	2	0	125
MASSACHUSETTS	0	0	0	1,568
MICHIGAN	0	11	2	225
MINNESOTA	1	0	1	95
MISSISSIPPI	0	4	0	30
MISSOURI	.	.	.	.
MONTANA	0	2	0	19
NEBRASKA	0	0	0	67
NEVADA	0	100	0	209
NEW HAMPSHIRE	.	.	3	23
NEW JERSEY	3	25	19	621
NEW MEXICO	0	27	5	539
NEW YORK	0	1	14	993
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	0	0	0	7
OHIO	0	0	0	0
OKLAHOMA	0	0	0	91
OREGON	5	7	1	203
PENNSYLVANIA	3	4	173	628
PUERTO RICO	0	484	0	2,591
RHODE ISLAND	.	15	40	158
SOUTH CAROLINA	0	11	2	37
SOUTH DAKOTA	0	2	1	4
TENNESSEE	0	13	1	73
TEXAS	4	31	39	5,225
UTAH	0	13	3	148
VERMONT	0	0	0	8
VIRGINIA	1	24	1	131
WASHINGTON	0	41	0	344
WEST VIRGINIA	0	2	0	7
WISCONSIN	0	4	2	209
WYOMING	.	4	.	37
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	15
NORTHERN MARIANAS	0	0	0	0
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	18	1,783	376	19,694
50 STATES, D.C. & P.R.	18	1,783	376	19,679

Please see data notes for an explanation of individual State differences.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Percentage of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

HISPANIC

STATE	DEVELOPMENTAL DELAY PROGRAMS	TYPICALLY DEVELOPING PROGRAMS	HOME	HOSPITAL
ALABAMA	1.97	0.00	1.66	0.00
ALASKA	0.00	0.00	5.39	0.00
ARIZONA	.	.	.	.
ARKANSAS	2.66	2.60	3.89	0.00
CALIFORNIA	0.00	0.00	52.01	0.00
COLORADO	21.62	28.21	24.57	16.67
CONNECTICUT	19.35	10.34	17.42	0.00
DELAWARE	11.86	11.11	5.46	16.67
DISTRICT OF COLUMBIA	98.26	41.67	42.86	.
FLORIDA	.	.	.	.
GEORGIA	0.00	33.33	12.35	100.00
HAWAII	1.97	3.40	2.49	0.00
IDAHO	9.56	20.00	15.57	0.00
ILLINOIS	14.76	2.38	13.16	0.00
INDIANA	2.37	1.59	2.43	0.00
IOWA	5.32	1.23	4.63	0.00
KANSAS	10.17	11.76	12.67	0.00
KENTUCKY	.	.	.	.
LOUISIANA	0.73	0.00	1.46	0.00
MAINE	0.00	0.76	0.60	0.00
MARYLAND	1.41	4.71	4.86	0.00
MASSACHUSETTS	0.00	0.00	18.54	0.00
MICHIGAN	2.67	0.00	4.13	8.33
MINNESOTA	3.89	5.34	3.26	0.00
MISSISSIPPI	0.00	1.42	1.30	1.29
MISSOURI	.	.	.	.
MONTANA	0.00	15.38	2.67	33.33
NEBRASKA	9.33	0.00	9.17	0.00
NEVADA	24.48	2.50	19.29	25.00
NEW HAMPSHIRE	6.67	3.70	1.95	.
NEW JERSEY	18.10	13.46	12.90	20.00
NEW MEXICO	55.52	36.11	43.11	0.00
NEW YORK	15.65	11.99	8.75	0.00
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	0.00	0.00	2.52	0.00
OHIO	0.00	0.00	0.00	0.00
OKLAHOMA	5.88	2.94	4.58	0.00
OREGON	11.85	3.92	12.82	66.67
PENNSYLVANIA	4.26	3.82	6.55	0.00
PUERTO RICO	99.95	100.00	100.00	0.00
RHODE ISLAND	20.54	15.19	9.09	.
SOUTH CAROLINA	8.89	0.00	1.51	0.00
SOUTH DAKOTA	0.00	0.00	0.30	0.00
TENNESSEE	1.39	1.27	3.00	0.00
TEXAS	42.62	25.65	42.17	33.33
UTAH	4.54	9.52	9.13	0.00
VERMONT	1.23	0.00	2.45	0.00
VIRGINIA	5.14	5.11	5.14	0.00
WASHINGTON	13.50	16.95	19.14	0.00
WEST VIRGINIA	0.00	0.00	0.41	0.00
WISCONSIN	7.75	7.34	4.11	0.00
WYOMING	3.90	6.67	10.22	.
AMERICAN SAMOA	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	10.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	17.34	11.94	14.86	4.03
50 STATES, D.C. & P.R.	17.42	11.96	14.92	4.10

Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Percentage of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

HISPANIC

STATE	RESIDENTIAL FACILITY	SERVICE PROVIDER LOCATION	OTHER SETTING	TOTAL
ALABAMA	0.00	1.31	0.00	1.67
ALASKA	0.00	0.00	0.00	4.81
ARIZONA	.	.	.	.
ARKANSAS	0.00	1.59	0.00	2.98
CALIFORNIA	0.00	43.04	0.00	49.18
COLORADO	0.00	30.95	10.87	24.59
CONNECTICUT	0.00	28.42	0.00	16.84
DELAWARE	0.00	15.53	9.51	9.54
DISTRICT OF COLUMBIA	.	5.56	.	81.30
FLORIDA	.	.	.	.
GEORGIA	0.00	10.77	0.00	12.18
HAWAII	0.00	6.78	0.00	2.54
IDAHO	0.00	7.61	0.00	13.30
ILLINOIS	0.00	11.78	8.84	13.33
INDIANA	20.00	2.44	3.39	2.44
IOWA	0.00	0.00	0.00	4.35
KANSAS	0.00	6.54	0.00	11.89
KENTUCKY	.	.	.	.
LOUISIANA	0.00	0.65	2.60	1.29
MAINE	0.00	0.37	0.00	0.39
MARYLAND	0.00	1.89	0.00	3.58
MASSACHUSETTS	0.00	0.00	0.00	18.54
MICHIGAN	0.00	4.38	1.43	3.80
MINNESOTA	14.29	0.00	33.33	3.45
MISSISSIPPI	0.00	1.44	0.00	1.32
MISSOURI	.	.	.	.
MONTANA	0.00	6.45	0.00	3.28
NEBRASKA	0.00	0.00	0.00	9.05
NEVADA	0.00	27.62	0.00	22.99
NEW HAMPSHIRE	.	.	5.56	2.34
NEW JERSEY	27.27	28.41	17.92	14.13
NEW MEXICO	0.00	36.49	33.33	45.79
NEW YORK	0.00	4.76	16.87	10.14
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	0.00	0.00	0.00	2.30
OHIO	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	0.00	0.00	4.33
OREGON	35.71	12.96	50.00	12.50
PENNSYLVANIA	75.00	3.70	17.25	7.67
PUERTO RICO	0.00	100.00	0.00	99.96
RHODE ISLAND	.	26.79	38.83	16.51
SOUTH CAROLINA	0.00	1.38	16.67	1.69
SOUTH DAKOTA	0.00	4.65	2.33	0.67
TENNESSEE	0.00	1.57	1.35	2.17
TEXAS	22.22	40.79	47.56	40.58
UTAH	0.00	13.68	37.50	8.11
VERMONT	0.00	0.00	0.00	2.10
VIRGINIA	4.35	5.04	5.26	5.10
WASHINGTON	0.00	21.35	0.00	16.07
WEST VIRGINIA	0.00	0.90	0.00	0.41
WISCONSIN	0.00	1.44	13.33	5.29
WYOMING	.	20.00	.	9.23
AMERICAN SAMOA	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	6.49
NORTHERN MARIANAS	0.00	0.00	0.00	0.00
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	8.61	17.52	13.19	15.24
50 STATES, D.C. & P.R.	8.65	17.56	13.19	15.30

Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Number of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

WHITE

STATE	DEVELOPMENTAL DELAY PROGRAMS	TYPICALLY DEVELOPING PROGRAMS	HOME	HOSPITAL
ALABAMA	413	10	229	2
ALASKA	20	1	216	0
ARIZONA	.	.	.	.
ARKANSAS	643	42	449	1
CALIFORNIA	0	0	1,052	0
COLORADO	340	110	839	82
CONNECTICUT	23	332	1,850	0
DELAWARE	72	17	162	4
DISTRICT OF COLUMBIA	1	0	4	.
FLORIDA	.	.	.	.
GEORGIA	6	2	64	0
HAWAII	73	33	224	1
IDAHO	238	8	546	0
ILLINOIS	1,197	29	979	0
INDIANA	769	160	2,724	2
IOWA	79	73	727	0
KANSAS	164	67	1,087	1
KENTUCKY	.	.	.	.
LOUISIANA	63	16	599	0
MAINE	23	128	163	103
MARYLAND	746	57	1,177	1
MASSACHUSETTS	0	0	5,881	0
MICHIGAN	1,003	11	3,039	37
MINNESOTA	375	111	1,787	3
MISSISSIPPI	0	61	500	301
MISSOURI	.	.	.	.
MONTANA	8	10	383	1
NEBRASKA	111	0	401	2
NEVADA	118	31	201	3
NEW HAMPSHIRE	27	26	828	.
NEW JERSEY	341	117	2,140	8
NEW MEXICO	107	8	255	0
NEW YORK	965	171	5,938	4
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	6	5	218	0
OHIO	1,109	50	1,533	30
OKLAHOMA	12	51	1,420	14
OREGON	534	43	694	1
PENNSYLVANIA	282	181	4,822	1
PUERTO RICO	0	0	0	0
RHODE ISLAND	161	59	405	.
SOUTH CAROLINA	14	8	618	2
SOUTH DAKOTA	75	44	214	1
TENNESSEE	396	125	1,167	17
TEXAS	27	568	4,804	5
UTAH	492	14	918	0
VERMONT	72	0	266	0
VIRGINIA	392	292	645	4
WASHINGTON	836	104	380	2
WEST VIRGINIA	263	8	1,144	2
WISCONSIN	730	78	1,758	19
WYOMING	69	27	214	.
AMERICAN SAMOA	0	0	0	0
GUAM	3	2	15	0
NORTHERN MARIANAS	0	0	1	0
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	13,398	3,290	55,680	654
50 STATES, D.C. & P.R.	13,395	3,288	55,664	654

Please see data notes for an explanation of individual State differences.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Number of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

WHITE

STATE	RESIDENTIAL FACILITY	SERVICE PROVIDER LOCATION	OTHER SETTING	TOTAL
ALABAMA	13	202	18	887
ALASKA	0	1	1	239
ARIZONA	.	.	.	.
ARKANSAS	6	40	0	1,181
CALIFORNIA	0	541	0	1,593
COLORADO	1	240	38	1,650
CONNECTICUT	0	52	0	2,257
DELAWARE	0	62	143	460
DISTRICT OF COLUMBIA	.	0	.	5
FLORIDA	.	.	.	.
GEORGIA	0	54	0	126
HAWAII	0	2	0	333
IDAHO	0	83	1	876
ILLINOIS	0	349	223	2,777
INDIANA	1	788	153	4,597
IOWA	1	11	3	894
KANSAS	0	90	8	1,417
KENTUCKY	.	.	.	.
LOUISIANA	0	151	36	865
MAINE	52	261	12	742
MARYLAND	1	89	0	2,071
MASSACHUSETTS	0	0	0	5,881
MICHIGAN	0	61	96	4,247
MINNESOTA	6	60	2	2,344
MISSISSIPPI	0	120	0	982
MISSOURI	.	.	.	.
MONTANA	0	24	0	426
NEBRASKA	5	2	2	523
NEVADA	0	191	0	544
NEW HAMPSHIRE	.	.	49	930
NEW JERSEY	3	46	40	2,695
NEW MEXICO	0	34	6	410
NEW YORK	2	17	62	7,159
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	0	5	5	239
OHIO	0	115	51	2,888
OKLAHOMA	1	25	36	1,559
OREGON	8	44	1	1,325
PENNSYLVANIA	0	90	211	5,587
PUERTO RICO	0	0	0	0
RHODE ISLAND	.	39	48	712
SOUTH CAROLINA	0	438	6	1,086
SOUTH DAKOTA	0	37	33	404
TENNESSEE	0	579	68	2,352
TEXAS	7	34	31	5,476
UTAH	0	75	5	1,504
VERMONT	0	14	0	352
VIRGINIA	14	310	12	1,669
WASHINGTON	0	130	0	1,452
WEST VIRGINIA	0	210	0	1,627
WISCONSIN	0	256	12	2,853
WYOMING	.	15	.	325
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	20
NORTHERN MARIANAS	0	0	0	1
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	121	5,987	1,412	80,542
50 STATES, D.C. & P.R.	121	5,987	1,412	80,521

Please see data notes for an explanation of individual State differences.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Percentage of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

WHITE

STATE	DEVELOPMENTAL DELAY PROGRAMS	TYPICALLY DEVELOPING PROGRAMS	HOME	HOSPITAL
ALABAMA	54.13	66.67	47.41	50.00
ALASKA	52.63	20.00	48.54	0.00
ARIZONA	.	.	.	.
ARKANSAS	55.15	54.55	67.12	100.00
CALIFORNIA	0.00	0.00	30.60	0.00
COLORADO	70.69	56.41	68.05	65.08
CONNECTICUT	37.10	74.61	65.51	0.00
DELAWARE	61.02	62.96	68.07	66.67
DISTRICT OF COLUMBIA	0.58	0.00	14.29	.
FLORIDA	.	.	.	.
GEORGIA	100.00	66.67	79.01	0.00
HAWAII	10.30	11.22	10.95	16.67
IDAHO	87.50	80.00	83.36	0.00
ILLINOIS	57.74	69.05	70.03	0.00
INDIANA	79.28	84.66	83.74	66.67
IOWA	84.04	90.12	88.55	0.00
KANSAS	69.49	65.69	76.07	50.00
KENTUCKY	.	.	.	.
LOUISIANA	45.99	64.00	51.59	0.00
MAINE	100.00	96.97	97.02	97.17
MARYLAND	62.01	67.06	56.13	50.00
MASSACHUSETTS	0.00	0.00	69.54	0.00
MICHIGAN	81.08	68.75	72.15	61.67
MINNESOTA	80.99	84.73	85.71	42.86
MISSISSIPPI	0.00	43.26	43.22	43.25
MISSOURI	.	.	.	.
MONTANA	100.00	76.92	72.95	33.33
NEBRASKA	74.00	0.00	69.38	100.00
NEVADA	61.46	77.50	64.63	75.00
NEW HAMPSHIRE	90.00	96.30	94.85	.
NEW JERSEY	58.79	45.00	64.34	32.00
NEW MEXICO	32.82	22.22	35.12	0.00
NEW YORK	54.92	58.56	77.81	100.00
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	85.71	71.43	78.42	0.00
OHIO	82.27	69.44	75.59	65.22
OKLAHOMA	70.59	75.00	73.96	93.33
OREGON	82.15	84.31	81.65	33.33
PENNSYLVANIA	80.11	69.08	74.68	33.33
PUERTO RICO	0.00	0.00	0.00	0.00
RHODE ISLAND	71.88	74.68	81.82	.
SOUTH CAROLINA	31.11	88.89	46.71	33.33
SOUTH DAKOTA	72.12	70.97	63.31	33.33
TENNESSEE	54.85	79.62	74.43	100.00
TEXAS	44.26	45.95	42.16	55.56
UTAH	89.29	66.67	79.83	0.00
VERMONT	88.89	0.00	93.01	0.00
VIRGINIA	65.01	64.89	64.95	80.00
WASHINGTON	71.88	58.76	62.71	100.00
WEST VIRGINIA	95.99	88.89	94.39	100.00
WISCONSIN	53.40	71.56	81.28	90.48
WYOMING	89.61	90.00	78.10	.
AMERICAN SAMOA	0.00	0.00	0.00	0.00
GUAM	4.23	20.00	10.00	0.00
NORTHERN MARIANAS	0.00	0.00	3.70	0.00
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	58.06	59.71	64.62	53.78
50 STATES, D.C. & P.R.	58.30	59.78	64.94	54.73

Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH11

Percentage of Infants and Toddlers with Disabilities and Their Families Served Under Part C, by Program Settings and Race/Ethnicity in Accordance with Part C, During the 1998-99 School Year

WHITE

STATE	RESIDENTIAL FACILITY	SERVICE PROVIDER LOCATION	OTHER SETTING	TOTAL
ALABAMA	72.22	66.01	78.26	55.02
ALASKA	0.00	50.00	20.00	47.90
ARIZONA	.	.	.	.
ARKANSAS	17.14	63.49	0.00	58.73
CALIFORNIA	0.00	34.24	0.00	31.75
COLORADO	100.00	63.49	82.61	67.07
CONNECTICUT	0.00	54.74	0.00	65.86
DELAWARE	0.00	60.19	50.35	59.28
DISTRICT OF COLUMBIA	.	0.00	.	2.17
FLORIDA	.	.	.	.
GEORGIA	0.00	83.08	0.00	80.77
HAWAII	0.00	3.39	0.00	10.69
IDAHO	0.00	90.22	100.00	85.05
ILLINOIS	0.00	69.66	67.99	63.96
INDIANA	20.00	83.65	86.44	82.99
IOWA	100.00	100.00	75.00	88.34
KANSAS	0.00	84.11	100.00	75.21
KENTUCKY	.	.	.	.
LOUISIANA	0.00	49.35	46.75	50.53
MAINE	100.00	97.39	100.00	97.50
MARYLAND	100.00	83.96	0.00	59.24
MASSACHUSETTS	0.00	0.00	0.00	69.54
MICHIGAN	0.00	24.30	68.57	71.78
MINNESOTA	85.71	98.36	66.67	85.02
MISSISSIPPI	0.00	43.17	0.00	43.22
MISSOURI	.	.	.	.
MONTANA	0.00	77.42	0.00	73.45
NEBRASKA	100.00	66.67	100.00	70.68
NEVADA	0.00	52.76	0.00	59.85
NEW HAMPSHIRE	.	.	90.74	94.51
NEW JERSEY	27.27	52.27	37.74	61.31
NEW MEXICO	0.00	45.95	40.00	34.83
NEW YORK	100.00	80.95	74.70	73.13
NORTH CAROLINA	.	.	.	.
NORTH DAKOTA	0.00	71.43	100.00	78.62
OHIO	0.00	58.38	76.12	76.85
OKLAHOMA	50.00	69.44	80.00	74.13
OREGON	57.14	81.48	50.00	81.59
PENNSYLVANIA	0.00	83.33	21.04	68.23
PUERTO RICO	0.00	0.00	0.00	0.00
RHODE ISLAND	.	69.64	46.60	74.40
SOUTH CAROLINA	0.00	54.82	50.00	49.50
SOUTH DAKOTA	0.00	86.05	76.74	67.90
TENNESSEE	0.00	69.84	91.89	69.85
TEXAS	38.89	44.74	37.80	42.53
UTAH	0.00	78.95	62.50	82.41
VERMONT	0.00	100.00	0.00	92.39
VIRGINIA	60.87	65.13	63.16	64.97
WASHINGTON	0.00	67.71	0.00	67.85
WEST VIRGINIA	0.00	95.02	0.00	94.70
WISCONSIN	0.00	92.09	80.00	72.17
WYOMING	.	75.00	.	81.05
AMERICAN SAMOA	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	8.66
NORTHERN MARIANAS	0.00	0.00	0.00	3.03
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	57.89	58.83	49.54	62.34
50 STATES, D.C. & P.R.	58.17	58.95	49.54	62.61

Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 25, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Number of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	COMPLETE PRIOR TO MAX AGE	EXIT TO PART B ELIGIBLE	EXIT OTHER PROGRAMS	ELIGIBILITY WITH NO REFERRALS	NOT DETERMINED
ALABAMA	0	5	0	0	0
ALASKA	5	47	0	4	17
ARIZONA	.	.	.	.	.
ARKANSAS	0	0	0	0	0
CALIFORNIA	15	29	16	0	0
COLORADO	0	1	0	0	0
CONNECTICUT	0	4	2	0	0
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	3	4	3	0	0
GEORGIA	.	.	.	.	.
HAWAII	4	2	0	0	0
IDAHO	.	.	.	.	.
ILLINOIS	1	0	1	1	0
INDIANA	1	0	3	1	0
IOWA	3	1	1	0	0
KANSAS	2	22	1	0	0
KENTUCKY	0	.	.	.	0
LOUISIANA	0	0	1	0	1
MAINE	1	.	.	.	0
MARYLAND	1	0	0	1	0
MASSACHUSETTS	1	12	1	1	3
MICHIGAN	1	21	0	1	9
MINNESOTA	24	52	.	.	0
MISSISSIPPI	9	1	0	2	0
MISSOURI	0	0	0	0	0
MONTANA	8	12	6	3	4
NEBRASKA	.	7	.	.	5
NEVADA	1	0	0	8	0
NEW HAMPSHIRE	0	2	0	.	.
NEW JERSEY	0	0	0	0	1
NEW MEXICO	5	16	7	0	13
NEW YORK	0	10	0	0	1
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0	20	1	0	0
OHIO	0	0	0	1	0
OKLAHOMA	10	33	5	5	14
OREGON	1	0	0	0	0
PENNSYLVANIA	0	7	0	0	1
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	0	1	0	.
SOUTH CAROLINA	1	2	0	0	1
SOUTH DAKOTA	2	32	8	5	4
TENNESSEE	0	0	1	0	0
TEXAS	1	11	1	0	7
UTAH	.	.	.	.	.
VERMONT	0	1	0	0	0
VIRGINIA	1	1	0	0	0
WASHINGTON	10	37	3	1	6
WEST VIRGINIA	0	0	0	0	0
WISCONSIN	4	8	.	.	1
WYOMING	1	6	0	0	.
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	116	406	63	34	88
50 STATES, D.C. & P.R.	116	406	63	34	88

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 26, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Number of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	DECEASED	MOVED OUT OF STATE	WITHDRAWAL BY PARENT	UNSUCCESSFUL CONTACT	TOTAL
ALABAMA	0	0	0	4	9
ALASKA	1	6	31	0	111
ARIZONA	.	.	.	.	.
ARKANSAS	0	0	0	0	0
CALIFORNIA	0	0	0	0	60
COLORADO	0	0	4	0	. 5
CONNECTICUT	0	0	1	0	7
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	0	0	1	2	13
GEORGIA	0	0	0	0	0
HAWAII	0	2	3	0	, 11
IDAHO	.	.	.	.	.
ILLINOIS	0	0	0	0	3
INDIANA	0	0	1	1	7
IOWA	1	1	0	0	7
KANSAS	0	2	0	0	27
KENTUCKY	0	0	0	0	0
LOUISIANA	1	0	2	0	5
MAINE	0	1	2	.	4
MARYLAND	0	0	0	0	2
MASSACHUSETTS	0	.	1	0	19
MICHIGAN	1	1	1	30	65
MINNESOTA	1	1	0	.	78
MISSISSIPPI	2	2	0	.	239
MISSOURI	0	0	0	0	0
MONTANA	4	12	5	6	60
NEBRASKA	0	.	0	.	12
NEVADA	0	3	0	0	12
NEW HAMPSHIRE	0	0	0	1	3
NEW JERSEY	0	8	0	0	9
NEW MEXICO	0	6	10	4	61
NEW YORK	0	0	0	2	13
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0	3	1	3	28
OHIO	0	0	0	0	1
OKLAHOMA	2	21	23	13	127
OREGON	1	0	0	1	3
PENNSYLVANIA	0	1	0	0	9
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	2	0	3	0	.6
SOUTH CAROLINA	0	0	1	0	5
SOUTH DAKOTA	1	10	9	7	78
TENNESSEE	1	3	14	0	19
TEXAS	0	2	3	2	27
UTAH	.	.	.	.	.
VERMONT	0	0	0	0	1
VIRGINIA	0	1	0	0	3
WASHINGTON	1	0	8	2	68
WEST VIRGINIA	0	0	0	0	.
WISCONSIN	1	4	3	3	24
WYOMING	0	0	1	2	10
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	20	90	128	83	1,251
50 STATES, D.C. & P.R.	20	90	128	83	1,251

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 26, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	COMPLETE PRIOR TO MAX AGE	EXIT TO PART B ELIGIBLE	EXIT OTHER PROGRAMS	ELIGIBILITY WITH NO REFERRALS	NOT DETERMINED
ALABAMA	0.00	0.60	0.00	0.00	0.00
ALASKA	13.51	29.19	0.00	36.36	36.17
ARIZONA	.	.	.	.	.
ARKANSAS	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	0.51	0.40	0.53	0.00	0.00
COLORADO	0.00	0.22	0.00	0.00	0.00
CONNECTICUT	0.00	0.30	0.62	0.00	0.00
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.12	0.11	0.13	0.00	0.00
GEORGIA	.	.	.	.	.
HAWAII	1.74	0.79	0.00	0.00	0.00
IDAHO	.	.	.	.	.
ILLINOIS	0.22	0.00	3.70	0.15	0.00
INDIANA	0.14	0.00	0.32	0.26	0.00
IOWA	4.55	0.28	1.18	0.00	0.00
KANSAS	0.71	2.32	1.37	0.00	0.00
KENTUCKY	0.00	.	.	.	0.00
LOUISIANA	0.00	0.00	5.88	0.00	2.86
MAINE	0.50	.	.	.	0.00
MARYLAND	0.21	0.00	0.00	0.20	0.00
MASSACHUSETTS	0.10	0.37	0.26	0.29	1.00
MICHIGAN	0.59	1.10	0.00	0.45	1.41
MINNESOTA	3.56	2.27	.	.	0.00
MISSISSIPPI	0.78	0.27	0.00	0.48	0.00
MISSOURI	0.00	0.00	0.00	0.00	0.00
MONTANA	14.29	8.33	17.65	9.09	23.53
NEBRASKA	.	0.99	.	.	3.33
NEVADA	1.85	0.00	0.00	2.09	0.00
NEW HAMPSHIRE	0.00	0.49	0.00	.	.
NEW JERSEY	0.00	0.00	0.00	0.00	0.13
NEW MEXICO	18.52	9.82	12.73	0.00	11.02
NEW YORK	0.00	0.21	0.00	0.00	0.17
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0.00	14.49	8.33	0.00	0.00
OHIO	0.00	0.00	0.00	0.54	0.00
OKLAHOMA	6.94	10.48	6.45	6.49	10.85
OREGON	3.13	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.00	0.22	0.00	0.00	0.13
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	0.00	0.99	0.00	.
SOUTH CAROLINA	0.29	0.28	0.00	0.00	0.46
SOUTH DAKOTA	25.00	18.08	42.11	25.00	40.00
TENNESSEE	0.00	0.00	0.57	0.00	0.00
TEXAS	0.06	0.25	0.18	0.00	0.40
UTAH	.	.	.	.	.
VERMONT	0.00	0.44	0.00	0.00	0.00
VIRGINIA	0.35	0.10	0.00	0.00	0.00
WASHINGTON	6.54	3.65	3.06	1.72	5.66
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00
WISCONSIN	1.75	3.76	.	.	0.52
WYOMING	5.26	3.28	0.00	0.00	.
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.63	0.82	0.60	0.63	1.07
50 STATES, D.C. & P.R.	0.63	0.82	0.60	0.63	1.07

Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 26, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

AMERICAN INDIAN/ALASKA NATIVE

STATE	DECEASED	MOVED OUT OF STATE	WITHDRAWAL BY PARENT	UNSUCCESSFUL CONTACT	TOTAL
ALABAMA	0.00	0.00	0.00	2.04	0.64
ALASKA	100.00	13.64	55.36	0.00	31.09
ARIZONA	.	.	.	.	.
ARKANSAS	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	0.00	0.00	0.00	0.00	0.44
COLORADO	0.00	0.00	2.15	0.00	0.44
CONNECTICUT	0.00	0.00	0.35	0.00	0.23
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	0.08	0.16	0.12
GEORGIA	0.00	0.00	0.00	0.00	0.00
HAWAII	0.00	1.54	0.97	0.00	0.64
IDAHO	.	.	.	.	.
ILLINOIS	0.00	0.00	0.00	0.00	0.14
INDIANA	0.00	0.00	0.21	0.88	0.17
IOWA	6.67	1.89	0.00	0.00	1.06
KANSAS	0.00	1.01	0.00	0.00	1.56
KENTUCKY	0.00	0.00	0.00	0.00	0.00
LOUISIANA	7.69	0.00	4.17	0.00	1.06
MAINE	0.00	0.56	0.72	.	0.58
MARYLAND	0.00	0.00	0.00	0.00	0.07
MASSACHUSETTS	0.00	.	0.30	0.00	0.31
MICHIGAN	2.38	0.53	0.83	2.97	1.49
MINNESOTA	5.88	2.04	0.00	.	2.55
MISSISSIPPI	0.73	0.44	0.00	.	23.92
MISSOURI	0.00	0.00	0.00	0.00	0.00
MONTANA	44.44	18.46	8.93	33.33	13.89
NEBRASKA	0.00	.	0.00	.	1.38
NEVADA	0.00	2.70	0.00	0.00	1.40
NEW HAMPSHIRE	0.00	0.00	0.00	1.03	0.46
NEW JERSEY	0.00	3.86	0.00	0.00	0.23
NEW MEXICO	0.00	8.96	12.99	23.53	11.03
NEW YORK	0.00	0.00	0.00	1.34	0.17
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0.00	8.57	6.25	60.00	11.86
OHIO	0.00	0.00	0.00	0.00	0.09
OKLAHOMA	9.52	10.71	9.66	12.75	9.66
OREGON	16.67	0.00	0.00	1.54	1.69
PENNSYLVANIA	0.00	0.51	0.00	0.00	0.14
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	28.57	0.00	2.42	0.00	0.77
SOUTH CAROLINA	0.00	0.00	0.41	0.00	0.26
SOUTH DAKOTA	33.33	52.63	36.00	63.64	26.71
TENNESSEE	1.52	1.55	2.15	0.00	0.49
TEXAS	0.00	0.34	0.10	0.17	0.20
UTAH	.	.	.	.	.
VERMONT	0.00	0.00	0.00	0.00	0.31
VIRGINIA	0.00	0.39	0.00	0.00	0.13
WASHINGTON	5.00	0.00	5.30	2.41	3.85
WEST VIRGINIA	0.00	0.00	0.00	0.00	.
WISCONSIN	3.33	1.90	1.57	2.63	2.03
WYOMING	0.00	0.00	7.14	28.57	3.58
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	1.10	1.63	1.07	1.10	1.07
50 STATES, D.C. & P.R.	1.11	1.64	1.08	1.10	1.08

Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 26, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Number of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

ASIAN/PACIFIC ISLANDER

STATE	COMPLETE PRIOR TO MAX AGE	EXIT TO PART B ELIGIBLE	EXIT OTHER PROGRAMS	ELIGIBILITY WITH NO REFERRALS	NOT DETERMINED
ALABAMA	0	3	0	0	0
ALASKA	3	7	0	0	2
ARIZONA	.	.	.	.	.
ARKANSAS	0	6	0	0	0
CALIFORNIA	125	536	164	0	0
COLORADO	0	6	0	0	0
CONNECTICUT	31	17	9	5	2
DELAWARE	0	2	0	2	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	17	23	15	0	0
GEORGIA	.	.	.	.	.
HAWAII	174	190	256	95	206
IDAHO	.	.	.	.	.
ILLINOIS	8	3	0	6	0
INDIANA	7	7	8	3	0
IOWA	3	5	0	0	0
KANSAS	7	11	1	0	1
KENTUCKY	1	.	.	.	12
LOUISIANA	0	2	0	0	0
MAINE	2	.	.	.	0
MARYLAND	11	20	1	14	0
MASSACHUSETTS	40	71	25	7	8
MICHIGAN	5	27	0	0	7
MINNESOTA	13	50	.	.	0
MISSISSIPPI	5	1	0	1	0
MISSOURI	2	4	0	0	0
MONTANA	0	1	0	1	1
NEBRASKA	.	12	.	.	3
NEVADA	3	8	0	19	1
NEW HAMPSHIRE	1	7	0	.	.
NEW JERSEY	13	54	11	1	25
NEW MEXICO	1	3	0	0	0
NEW YORK	33	60	0	3	34
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	1	1	1	1	0
OHIO	3	3	0	1	0
OKLAHOMA	0	4	1	2	2
OREGON	0	0	0	0	0
PENNSYLVANIA	12	47	0	6	33
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	1	5	2	2	.
SOUTH CAROLINA	1	4	0	1	0
SOUTH DAKOTA	0	5	0	0	0
TENNESSEE	4	20	4	3	0
TEXAS	46	86	9	8	36
UTAH	.	.	.	.	.
VERMONT	0	2	1	0	0
VIRGINIA	6	22	4	5	0
WASHINGTON	6	43	10	1	6
WEST VIRGINIA	0	0	0	0	0
WISCONSIN	5	5	.	.	4
WYOMING	0	0	0	0	.
AMERICAN SAMOA	16	0	10	0	0
GUAM	0	18	0	46	0
NORTHERN MARIANAS	2	17	1	0	2
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	608	1,418	533	233	385
50 STATES, D.C. & P.R.	590	1,383	522	187	383

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 26, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Number of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

ASIAN/PACIFIC ISLANDER

STATE	DECEASED	MOVED OUT OF STATE	WITHDRAWAL BY PARENT	UNSUCCESSFUL CONTACT	TOTAL
ALABAMA	0	1	0	0	4
ALASKA	0	1	0	0	13
ARIZONA	.	.	.	.	.
ARKANSAS	0	0	0	0	6
CALIFORNIA	20	0	0	0	845
COLORADO	0	5	3	4	18
CONNECTICUT	0	3	6	2	75
DELAWARE	0	0	0	0	4
DISTRICT OF COLUMBIA	1	0	0	0	1
FLORIDA	1	0	8	8	72
GEORGIA	0	0	0	0	0
HAWAII	11	76	268	[illegible]3	1,359
IDAHO	.	.	.	.	.
ILLINOIS	0	5	2	3	27
INDIANA	1	5	2	1	34
IOWA	0	0	0	0	8
KANSAS	0	6	0	0	26
KENTUCKY	0	1	3	1	18
LOUISIANA	0	2	1	0	5
MAINE	0	2	2	.	6
MARYLAND	1	8	11	0	66
MASSACHUSETTS	1	.	14	5	171
MICHIGAN	0	2	4	16	61
MINNESOTA	2	1	0	.	66
MISSISSIPPI	0	1	1	.	501
MISSOURI	0	3	0	2	11
MONTANA	0	0	3	0	6
NEBRASKA	0	.	0	.	15
NEVADA	1	3	3	4	42
NEW HAMPSHIRE	0	1	1	1	11
NEW JERSEY	2	6	7	6	125
NEW MEXICO	0	2	3	0	9
NEW YORK	1	9	1	0	141
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0	0	0	0	4
OHIO	0	0	1	0	8
OKLAHOMA	1	2	4	0	16
OREGON	0	0	0	0	0
PENNSYLVANIA	0	10	19	2	129
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	0	1	4	0	15
SOUTH CAROLINA	0	2	1	0	9
SOUTH DAKOTA	0	1	2	0	8
TENNESSEE	0	2	3	3	39
TEXAS	3	16	59	6	269
UTAH	.	.	.	.	.
VERMONT	0	0	0	0	3
VIRGINIA	0	6	4	4	52
WASHINGTON	0	3	3	2	74
WEST VIRGINIA	0	0	0	0	.
WISCONSIN	3	4	3	6	30
WYOMING	0	1	0	0	1
AMERICAN SAMOA	3	4	3	0	36
GUAM	3	8	23	12	110
NORTHERN MARIANAS	5	2	0	1	30
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0	1	0	0	1
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	60	206	472	172	4,580
50 STATES, D.C. & P.R.	49	191	446	159	4,403

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 26, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

ASIAN/PACIFIC ISLANDER

STATE	COMPLETE PRIOR TO MAX AGE	EXIT TO PART B ELIGIBLE	EXIT OTHER PROGRAMS	ELIGIBILITY WITH NO REFERRALS	NOT DETERMINED
ALABAMA	0.00	0.36	0.00	0.00	0.00
ALASKA	8.11	4.35	0.00	0.00	4.26
ARIZONA	.	.	.	.	.
ARKANSAS	0.00	1.08	0.00	0.00	0.00
CALIFORNIA	4.29	7.30	5.44	0.00	0.00
COLORADO	0.00	1.34	0.00	0.00	0.00
CONNECTICUT	6.09	1.27	2.79	1.96	1.85
DELAWARE	0.00	1.06	0.00	0.82	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	0.65	0.66	0.66	0.00	0.00
GEORGIA	.	.	.	.	.
HAWAII	75.65	74.80	81.01	79.83	83.06
IDAHO	.	.	.	.	.
ILLINOIS	1.75	1.02	0.00	0.91	0.00
INDIANA	0.95	0.67	0.86	0.78	0.00
IOWA	4.55	1.41	0.00	0.00	0.00
KANSAS	2.47	1.16	1.37	0.00	4.76
KENTUCKY	0.78	.	.	.	0.91
LOUISIANA	0.00	0.69	0.00	0.00	0.00
MAINE	1.00	.	.	.	0.00
MARYLAND	2.35	1.93	0.88	2.83	0.00
MASSACHUSETTS	3.95	2.17	6.54	2.05	2.66
MICHIGAN	2.94	1.41	0.00	0.00	1.10
MINNESOTA	1.93	2.19	.	.	0.00
MISSISSIPPI	0.43	0.27	0.00	0.24	0.00
MISSOURI	2.22	0.91	0.00	0.00	0.00
MONTANA	0.00	0.69	0.00	3.03	5.88
NEBRASKA	.	1.70	.	.	2.00
NEVADA	5.56	6.90	0.00	4.97	8.33
NEW HAMPSHIRE	1.64	1.71	0.00	.	.
NEW JERSEY	3.19	3.19	3.89	1.27	3.16
NEW MEXICO	3.70	1.84	0.00	0.00	0.00
NEW YORK	2.50	1.25	0.00	6.67	5.77
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	6.25	0.72	8.33	12.50	0.00
OHIO	2.61	0.92	0.00	0.54	0.00
OKLAHOMA	0.00	1.27	1.08	2.60	1.55
OREGON	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	1.47	1.47	0.00	1.90	4.34
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	1.41	1.48	1.98	5.71	.
SOUTH CAROLINA	0.29	0.56	0.00	1.19	0.00
SOUTH DAKOTA	0.00	2.82	0.00	0.00	0.00
TENNESSEE	0.88	1.38	2.27	2.16	0.00
TEXAS	2.81	1.94	1.66	2.94	2.05
UTAH	.	.	.	.	.
VERMONT	0.00	0.88	5.56	0.00	0.00
VIRGINIA	2.13	2.14	1.77	2.20	0.00
WASHINGTON	3.92	4.24	10.20	1.72	5.66
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00
WISCONSIN	2.18	2.35	.	.	2.08
WYOMING	0.00	0.00	0.00	0.00	.
AMERICAN SAMOA	100.00	0.00	100.00	0.00	0.00
GUAM	0.00	100.00	0.00	100.00	0.00
NORTHERN MARIANAS	100.00	100.00	100.00	0.00	100.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	3.30	2.86	5.04	4.29	4.68
50 STATES, D.C. & P.R.	3.21	2.80	4.94	3.48	4.65

Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 26, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

ASIAN/PACIFIC ISLANDER

STATE	DECEASED	MOVED OUT OF STATE	WITHDRAWAL BY PARENT	UNSUCCESSFUL CONTACT	TOTAL
ALABAMA	0.00	1.06	0.00	0.00	0.29
ALASKA	0.00	2.27	0.00	0.00	3.64
ARIZONA	.	.	.	.	.
ARKANSAS	0.00	0.00	0.00	0.00	0.50
CALIFORNIA	7.09	0.00	0.00	0.00	6.24
COLORADO	0.00	2.81	1.61	2.11	1.59
CONNECTICUT	0.00	2.01	2.10	1.65	2.41
DELAWARE	0.00	0.00	0.00	0.00	0.63
DISTRICT OF COLUMBIA	33.33	0.00	0.00	0.00	0.96
FLORIDA	0.86	0.00	0.63	0.62	0.65
GEORGIA	0.00	0.00	0.00	0.00	0.00
HAWAII	91.67	58.46	86.45	91.21	79.47
IDAHO	.	.	.	.	.
ILLINOIS	0.00	5.49	0.69	0.96	1.25
INDIANA	2.00	1.96	0.42	0.88	0.85
IOWA	0.00	0.00	0.00	0.00	1.22
KANSAS	0.00	3.02	0.00	0.00	1.50
KENTUCKY	0.00	1.09	1.09	0.75	0.91
LOUISIANA	0.00	5.56	2.08	0.00	1.06
MAINE	0.00	1.13	0.72	.	0.87
MARYLAND	7.14	6.35	2.88	0.00	2.40
MASSACHUSETTS	0.57	.	4.23	1.55	2.79
MICHIGAN	0.00	1.07	3.31	1.58	1.40
MINNESOTA	11.76	2.04	0.00	.	2.16
MISSISSIPPI	0.00	0.22	0.28	.	50.15
MISSOURI	0.00	4.92	0.00	1.41	0.84
MONTANA	0.00	0.00	5.36	0.00	1.39
NEBRASKA	0.00	.	0.00	.	1.73
NEVADA	7.14	2.70	3.37	5.41	4.91
NEW HAMPSHIRE	0.00	1.89	2.94	1.03	1.67
NEW JERSEY	4.35	2.90	3.35	3.35	3.21
NEW MEXICO	0.00	2.99	3.90	0.00	1.63
NEW YORK	1.85	3.44	0.36	0.00	1.88
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0.00	0.00	0.00	0.00	1.69
OHIO	0.00	0.00	0.60	0.00	0.73
OKLAHOMA	4.76	1.02	1.68	0.00	1.22
OREGON	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.00	5.10	2.11	1.46	2.02
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	2.33	3.23	0.00	1.93
SOUTH CAROLINA	0.00	1.92	0.41	0.00	0.47
SOUTH DAKOTA	0.00	5.26	8.00	0.00	2.74
TENNESSEE	0.00	1.04	0.46	0.53	1.01
TEXAS	2.40	2.71	2.03	0.51	2.00
UTAH	.	.	.	.	.
VERMONT	0.00	0.00	0.00	0.00	0.93
VIRGINIA	0.00	2.34	2.19	2.42	2.18
WASHINGTON	0.00	3.57	1.99	2.41	4.19
WEST VIRGINIA	0.00	0.00	0.00	0.00	.
WISCONSIN	10.00	1.90	1.57	5.26	2.54
WYOMING	0.00	2.94	0.00	0.00	0.36
AMERICAN SAMOA	100.00	100.00	100.00	0.00	100.00
GUAM	100.00	100.00	100.00	100.00	91.67
NORTHERN MARIANAS	100.00	100.00	0.00	100.00	100.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	5.88	0.00	0.00	1.37
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	3.31	3.74	3.96	2.28	3.93
50 STATES, D.C. & P.R.	2.72	3.49	3.75	2.11	3.79

Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 26, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Number of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

BLACK

STATE	COMPLETE PRIOR TO MAX AGE	EXIT TO PART B ELIGIBLE	EXIT OTHER PROGRAMS	ELIGIBILITY WITH NO REFERRALS	NOT DETERMINED
ALABAMA	0	408	58	6	0
ALASKA	3	10	0	0	4
ARIZONA	.	.	.	.	.
ARKANSAS	27	195	21	7	11
CALIFORNIA	463	742	508	6	0
COLORADO	1	12	1	0	0
CONNECTICUT	74	201	49	36	20
DELAWARE	5	49	46	69	16
DISTRICT OF COLUMBIA	16	22	25	2	1
FLORIDA	735	988	646	11	0
GEORGIA	.	.	.	.	.
HAWAII	4	11	10	3	2
IDAHO	.	.	.	.	.
ILLINOIS	90	50	9	123	6
INDIANA	97	142	155	41	7
IOWA	4	14	0	3	0
KANSAS	21	96	6	2	1
KENTUCKY	11	.	.	.	109
LOUISIANA	17	135	4	0	19
MAINE	1	.	.	.	0
MARYLAND	92	262	56	112	0
MASSACHUSETTS	81	258	68	42	22
MICHIGAN	16	311	10	62	203
MINNESOTA	100	157	.	.	3
MISSISSIPPI	613	197	168	221	123
MISSOURI	6	78	32	3	11
MONTANA	0	3	0	0	0
NEBRASKA	.	42	.	.	6
NEVADA	6	22	0	32	0
NEW HAMPSHIRE	1	2	0	.	.
NEW JERSEY	87	319	31	8	185
NEW MEXICO	0	4	4	1	2
NEW YORK	108	733	3	16	187
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0	3	0	0	2
OHIO	10	45	23	27	0
OKLAHOMA	17	27	7	10	15
OREGON	0	0	0	0	0
PENNSYLVANIA	110	458	1	43	467
PUERTO RICO	0	1	0	0	0
RHODE ISLAND	4	24	10	5	.
SOUTH CAROLINA	143	342	28	34	110
SOUTH DAKOTA	0	2	1	0	0
TENNESSEE	120	346	67	38	47
TEXAS	168	569	103	33	276
UTAH	.	.	.	.	.
VERMONT	0	6	1	0	0
VIRGINIA	78	284	63	63	0
WASHINGTON	8	75	7	1	9
WEST VIRGINIA	0	0	0	0	0
WISCONSIN	13	11	.	.	11
WYOMING	0	2	0	0	.
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	3	25	1	8	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	3,353	7,683	2,222	1,062	1,875
50 STATES, D.C. & P.R.	3,350	7,658	2,221	1,054	1,875

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 26, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Number of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

BLACK

STATE	DECEASED	MOVED OUT OF STATE	WITHDRAWAL BY PARENT	UNSUCCESSFUL CONTACT	TOTAL
ALABAMA	19	25	41	119	676
ALASKA	0	1	4	0	22
ARIZONA	.	.	.	.	.
ARKANSAS	4	18	51	13	347
CALIFORNIA	29	0	0	0	1,742
COLORADO	1	7	10	14	46
CONNECTICUT	3	21	45	19	468
DELAWARE	0	2	2	1	190
DISTRICT OF COLUMBIA	2	3	3	7	81
FLORIDA	33	0	360	365	3,138
GEORGIA	0	0	0	2	2
HAWAII	0	8	2	2	42
IDAHO	.	.	.	.	.
ILLINOIS	7	11	39	104	439
INDIANA	6	38	96	26	608
IOWA	2	4	0	0	27
KANSAS	4	23	7	9	169
KENTUCKY	2	8	23	11	163
LOUISIANA	6	11	27	0	219
MAINE	0	1	2	.	4
MARYLAND	10	25	173	64	794
MASSACHUSETTS	9	.	30	50	560
MICHIGAN	9	25	16	399	1,051
MINNESOTA	1	7	1	.	269
MISSISSIPPI	166	251	199	.	2
MISSOURI	9	2	11	60	212
MONTANA	0	0	0	0	3
NEBRASKA	0	.	1	.	49
NEVADA	0	14	13	15	102
NEW HAMPSHIRE	0	0	1	1	5
NEW JERSEY	19	47	58	81	835
NEW MEXICO	0	3	1	0	15
NEW YORK	11	30	77	60	1,225
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0	4	0	0	9
OHIO	3	26	31	16	181
OKLAHOMA	1	16	25	14	132
OREGON	0	0	0	4	4
PENNSYLVANIA	15	42	269	92	1,497
PUERTO RICO	0	0	0	0	1
RHODE ISLAND	1	5	16	8	73
SOUTH CAROLINA	23	40	111	51	882
SOUTH DAKOTA	0	0	0	1	4
TENNESSEE	17	31	157	185	1,008
TEXAS	21	62	439	243	1,914
UTAH	.	.	.	.	.
VERMONT	0	0	0	0	7
VIRGINIA	6	70	50	46	658
WASHINGTON	4	7	16	5	132
WEST VIRGINIA	0	0	0	0	.
WISCONSIN	3	17	22	47	124
WYOMING	0	0	4	2	8
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	1	11	2	1	52
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	447	916	2,435	2,137	20,191
50 STATES, D.C. & P.R.	446	905	2,433	2,136	20,139

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 26, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

BLACK

STATE	COMPLETE PRIOR TO MAX AGE	EXIT TO PART B ELIGIBLE	EXIT OTHER PROGRAMS	ELIGIBILITY WITH NO REFERRALS	NOT DETERMINED
ALABAMA	0.00	48.92	44.27	46.15	0.00
ALASKA	8.11	6.21	0.00	0.00	8.51
ARIZONA	.	.	.	.	.
ARKANSAS	26.21	34.95	33.33	19.44	47.83
CALIFORNIA	15.88	10.11	16.85	0.00	0.00
COLORADO	2.50	2.68	3.13	0.00	0.00
CONNECTICUT	14.54	15.02	15.17	14.12	18.52
DELAWARE	31.25	26.06	38.02	28.40	33.33
DISTRICT OF COLUMBIA	80.00	66.67	100.00	100.00	100.00
FLORIDA	28.27	28.27	28.25	28.21	0.00
GEORGIA	.	.	.	.	.
HAWAII	1.74	4.33	3.16	2.52	0.81
IDAHO	.	.	.	.	.
ILLINOIS	19.69	17.06	33.33	18.64	46.15
INDIANA	13.13	13.60	16.63	10.59	31.82
IOWA	6.06	3.95	0.00	7.14	0.00
KANSAS	7.42	10.13	8.22	4.88	4.76
KENTUCKY	8.53	.	.	.	8.28
LOUISIANA	51.52	46.88	23.53	0.00	54.29
MAINE	0.50	.	.	.	0.00
MARYLAND	19.66	25.24	49.12	22.63	0.00
MASSACHUSETTS	8.00	7.88	17.80	12.28	7.31
MICHIGAN	9.41	16.25	16.67	27.93	31.77
MINNESOTA	14.84	6.86	.	.	14.29
MISSISSIPPI	53.03	53.39	52.66	52.87	55.41
MISSOURI	6.67	17.77	9.76	11.54	22.00
MONTANA	0.00	2.08	0.00	0.00	0.00
NEBRASKA	.	5.96	.	.	4.00
NEVADA	11.11	18.97	0.00	8.38	0.00
NEW HAMPSHIRE	1.64	0.49	0.00	.	.
NEW JERSEY	21.38	18.84	10.95	10.13	23.36
NEW MEXICO	0.00	2.45	7.27	4.55	1.69
NEW YORK	8.18	15.33	100.00	35.56	31.75
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0.00	2.17	0.00	0.00	66.67
OHIO	8.70	13.80	21.70	14.59	0.00
OKLAHOMA	11.81	8.57	7.53	12.99	11.63
OREGON	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	13.46	14.31	10.00	13.65	61.37
PUERTO RICO	0.00	0.12	0.00	0.00	0.00
RHODE ISLAND	5.63	7.10	9.90	14.29	.
SOUTH CAROLINA	40.97	48.17	37.33	40.48	50.23
SOUTH DAKOTA	0.00	1.13	5.26	0.00	0.00
TENNESSEE	26.55	23.93	38.07	27.34	29.19
TEXAS	10.26	12.86	18.97	12.13	15.74
UTAH	.	.	.	.	.
VERMONT	0.00	2.64	5.56	0.00	0.00
VIRGINIA	27.66	27.63	27.88	27.75	0.00
WASHINGTON	5.23	7.40	7.14	1.72	8.49
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00
WISCONSIN	5.68	5.16	.	.	5.73
WYOMING	0.00	1.09	0.00	0.00	.
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	100.00	64.10	100.00	100.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	18.20	15.51	21.00	19.58	22.78
50 STATES, D.C. & P.R.	18.21	15.48	21.02	19.62	22.79

Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 26, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

BLACK

STATE	DECEASED	MOVED OUT OF STATE	WITHDRAWAL BY PARENT	UNSUCCESSFUL CONTACT	TOTAL
ALABAMA	67.86	26.60	40.59	60.71	48.39
ALASKA	0.00	2.27	7.14	0.00	6.16
ARIZONA	.	.	.	.	.
ARKANSAS	22.22	16.36	28.98	12.38	29.11
CALIFORNIA	10.28	0.00	0.00	0.00	12.86
COLORADO	4.17	3.93	5.38	7.37	4.06
CONNECTICUT	15.00	14.09	15.73	15.70	15.05
DELAWARE	0.00	22.22	22.22	50.00	29.83
DISTRICT OF COLUMBIA	66.67	42.86	50.00	100.00	77.88
FLORIDA	28.45	0.00	28.28	28.29	28.27
GEORGIA	0.00	0.00	0.00	40.00	20.00
HAWAII	0.00	6.15	0.65	2.20	2.46
IDAHO	.	.	.	.	.
ILLINOIS	30.43	12.09	13.54	33.44	20.30
INDIANA	12.00	14.90	20.13	22.81	15.12
IOWA	13.33	7.55	0.00	0.00	4.10
KANSAS	22.22	11.56	7.37	15.52	9.74
KENTUCKY	8.00	8.70	8.33	8.21	8.26
LOUISIANA	46.15	30.56	56.25	0.00	46.60
MAINE	0.00	0.56	0.72	.	0.58
MARYLAND	71.43	19.84	45.29	57.14	28.88
MASSACHUSETTS	5.14	.	9.06	15.53	9.12
MICHIGAN	21.43	13.37	13.22	39.47	24.07
MINNESOTA	5.88	14.29	25.00	.	8.81
MISSISSIPPI	60.58	55.41	55.90	.	0.20
MISSOURI	26.47	3.28	7.59	42.25	16.12
MONTANA	0.00	0.00	0.00	0.00	0.69
NEBRASKA	0.00	.	12.50	.	5.65
NEVADA	0.00	12.61	14.61	20.27	11.92
NEW HAMPSHIRE	0.00	0.00	2.94	1.03	0.76
NEW JERSEY	41.30	22.71	27.75	45.25	21.44
NEW MEXICO	0.00	4.48	1.30	0.00	2.71
NEW YORK	20.37	11.45	27.70	40.27	16.37
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0.00	11.43	0.00	0.00	3.81
OHIO	15.00	22.41	18.56	29.63	16.62
OKLAHOMA	4.76	8.16	10.50	13.73	10.04
OREGON	0.00	0.00	0.00	6.15	2.26
PENNSYLVANIA	26.79	21.43	29.86	67.15	23.41
PUERTO RICO	0.00	0.00	0.00	0.00	0.07
RHODE ISLAND	14.29	11.63	12.90	13.33	9.37
SOUTH CAROLINA	57.50	38.46	45.68	60.00	46.20
SOUTH DAKOTA	0.00	0.00	0.00	9.09	1.37
TENNESSEE	25.76	16.06	24.12	32.63	26.18
TEXAS	16.80	10.51	15.11	20.51	14.24
UTAH	.	.	.	.	.
VERMONT	0.00	0.00	0.00	0.00	2.18
VIRGINIA	28.57	27.34	27.32	27.88	27.59
WASHINGTON	20.00	8.33	10.60	6.02	7.47
WEST VIRGINIA	0.00	0.00	0.00	0.00	.
WISCONSIN	10.00	8.06	11.52	41.23	10.51
WYOMING	0.00	0.00	28.57	28.57	2.87
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	100.00	64.71	100.00	50.00	71.23
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	24.66	16.63	20.42	28.34	17.34
50 STATES, D.C. & P.R.	24.76	16.52	20.45	28.39	17.34

Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 26, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Number of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

HISPANIC

STATE	COMPLETE PRIOR TO MAX AGE	EXIT TO PART B ELIGIBLE	EXIT OTHER PROGRAMS	ELIGIBILITY WITH NO REFERRALS	NOT DETERMINED
ALABAMA	0	8	0	0	0
ALASKA	1	9	0	1	6
ARIZONA	.	.	.	.	.
ARKANSAS	5	18	5	5	0
CALIFORNIA	1,199	3,279	1,207	0	0
COLORADO	11	103	16	7	7
CONNECTICUT	85	227	55	38	26
DELAWARE	1	13	9	21	4
DISTRICT OF COLUMBIA	3	9	0	0	0
FLORIDA	347	467	305	5	0
GEORGIA	.	.	.	.	.
HAWAII	6	5	6	2	10
IDAHO	.	.	.	.	.
ILLINOIS	55	29	3	59	3
INDIANA	12	26	12	8	0
IOWA	0	9	1	2	0
KANSAS	33	126	11	8	2
KENTUCKY	2	.	.	.	20
LOUISIANA	1	3	1	0	0
MAINE	1	.	.	.	0
MARYLAND	19	27	2	26	0
MASSACHUSETTS	168	624	120	56	57
MICHIGAN	7	52	0	6	19
MINNESOTA	33	73	.	.	1
MISSISSIPPI	18	3	2	4	1
MISSOURI	0	4	2	0	0
MONTANA	4	1	2	1	2
NEBRASKA	.	58	.	.	10
NEVADA	9	22	0	82	3
NEW HAMPSHIRE	1	5	0	.	.
NEW JERSEY	32	228	20	3	141
NEW MEXICO	9	97	17	8	73
NEW YORK	61	418	0	22	79
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0	3	0	0	0
OHIO	4	6	5	7	0
OKLAHOMA	8	12	2	1	6
OREGON	4	0	0	0	0
PENNSYLVANIA	64	173	0	21	112
PUERTO RICO	189	828	46	6	45
RHODE ISLAND	5	53	18	2	.
SOUTH CAROLINA	5	5	0	0	4
SOUTH DAKOTA	0	1	0	0	0
TENNESSEE	7	36	5	1	8
TEXAS	579	1,703	244	77	798
UTAH	.	.	.	.	.
VERMONT	0	1	0	0	0
VIRGINIA	14	53	12	12	0
WASHINGTON	26	137	18	14	25
WEST VIRGINIA	0	0	0	0	0
WISCONSIN	6	9	.	.	6
WYOMING	5	16	1	0	.
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0	13	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	3,039	8,992	2,147	505	1,468
50 STATES, D.C. & P.R.	3,039	8,979	2,147	505	1,468

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 26, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Number of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

HISPANIC

STATE	DECEASED	MOVED OUT OF STATE	WITHDRAWAL BY PARENT	UNSUCCESSFUL CONTACT	TOTAL
ALABAMA	0	6	4	0	18
ALASKA	0	4	0	0	21
ARIZONA	.	.	.	.	.
ARKANSAS	2	4	7	11	57
CALIFORNIA	156	0	0	0	5,841
COLORADO	4	56	59	87	350
CONNECTICUT	2	27	43	22	525
DELAWARE	0	3	0	0	51
DISTRICT OF COLUMBIA	0	2	3	0	17
FLORIDA	15	0	170	172	1,481
GEORGIA	0	1	1	1	3
HAWAII	0	5	4	1	39
IDAHO	.	.	.	.	.
ILLINOIS	0	20	26	33	228
INDIANA	0	14	12	5	89
IOWA	2	5	3	2	24
KANSAS	4	27	19	14	244
KENTUCKY	0	1	4	2	30
LOUISIANA	0	0	0	0	5
MAINE	0	1	1	.	3
MARYLAND	0	6	10	11	101
MASSACHUSETTS	33	.	84	130	1,272
MICHIGAN	1	6	4	43	138
MINNESOTA	0	6	0	.	113
MISSISSIPPI	2	4	3	.	251
MISSOURI	1	0	1	3	11
MONTANA	1	2	3	2	18
NEBRASKA	1	.	0	.	69
NEVADA	6	17	15	23	177
NEW HAMPSHIRE	0	0	0	1	7
NEW JERSEY	9	37	29	45	544
NEW MEXICO	4	30	35	9	282
NEW YORK	3	36	41	40	700
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0	3	0	0	6
OHIO	0	7	2	1	32
OKLAHOMA	0	10	11	6	56
OREGON	1	1	1	8	15
PENNSYLVANIA	7	28	71	21	497
PUERTO RICO	31	75	53	112	1,385
RHODE ISLAND	0	8	31	16	133
SOUTH CAROLINA	2	3	3	2	24
SOUTH DAKOTA	0	0	0	0	1
TENNESSEE	0	9	14	20	100
TEXAS	49	207	1,188	633	5,478
UTAH	.	.	.	.	.
VERMONT	0	0	0	0	1
VIRGINIA	2	10	9	8	122
WASHINGTON	4	13	18	21	276
WEST VIRGINIA	0	0	0	0	.
WISCONSIN	1	16	7	7	52
WYOMING	1	2	1	0	26
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0	1	0	1	15
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	344	713	1,990	1,513	20,928
50 STATES, D.C. & P.R.	344	712	1,990	1,512	20,913

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 26, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

HISPANIC

STATE	COMPLETE PRIOR TO MAX AGE	EXIT TO PART B ELIGIBLE	EXIT OTHER PROGRAMS	ELIGIBILITY WITH NO REFERRALS	NOT DETERMINED
ALABAMA	0.00	0.96	0.00	0.00	0.00
ALASKA	2.70	5.59	0.00	9.09	12.77
ARIZONA	.	.	.	.	.
ARKANSAS	4.85	3.23	7.94	13.89	0.00
CALIFORNIA	41.13	44.69	40.03	0.00	0.00
COLORADO	27.50	22.99	50.00	41.18	38.89
CONNECTICUT	16.70	16.97	17.03	14.90	24.07
DELAWARE	6.25	6.91	7.44	8.64	8.33
DISTRICT OF COLUMBIA	15.00	27.27	0.00	0.00	0.00
FLORIDA	13.35	13.36	13.34	12.82	0.00
GEORGIA	.	.	.	.	.
HAWAII	2.61	1.97	1.90	1.68	4.03
IDAHO	.	.	.	.	.
ILLINOIS	12.04	9.90	11.11	8.94	23.08
INDIANA	1.62	2.49	1.29	2.07	0.00
IOWA	0.00	2.54	1.18	4.76	0.00
KANSAS	11.66	13.29	15.07	19.51	9.52
KENTUCKY	1.55	.	.	.	1.52
LOUISIANA	3.03	1.04	5.88	0.00	0.00
MAINE	0.50	.	.	.	0.00
MARYLAND	4.06	2.60	1.75	5.25	0.00
MASSACHUSETTS	16.58	19.07	31.41	16.37	18.94
MICHIGAN	4.12	2.72	0.00	2.70	2.97
MINNESOTA	4.90	3.19	.	.	4.76
MISSISSIPPI	1.56	0.81	0.63	0.96	0.45
MISSOURI	0.00	0.91	0.61	0.00	0.00
MONTANA	7.14	0.69	5.88	3.03	11.76
NEBRASKA	.	8.23	.	.	6.67
NEVADA	16.67	18.97	0.00	21.47	25.00
NEW HAMPSHIRE	1.64	1.22	0.00	.	.
NEW JERSEY	7.86	13.47	7.07	3.80	17.80
NEW MEXICO	33.33	59.51	30.91	36.36	61.86
NEW YORK	4.62	8.74	0.00	48.89	13.41
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0.00	2.17	0.00	0.00	0.00
OHIO	3.48	1.84	4.72	3.78	0.00
OKLAHOMA	5.56	3.81	2.15	1.30	4.65
OREGON	12.50	0.00	0.00	0.00	0.00
PENNSYLVANIA	7.83	5.40	0.00	6.67	14.72
PUERTO RICO	100.00	99.88	100.00	100.00	100.00
RHODE ISLAND	7.04	15.68	17.82	5.71	.
SOUTH CAROLINA	1.43	0.70	0.00	0.00	1.83
SOUTH DAKOTA	0.00	0.56	0.00	0.00	0.00
TENNESSEE	1.55	2.49	2.84	0.72	4.97
TEXAS	35.35	38.49	44.94	28.31	45.50
UTAH	.	.	.	.	.
VERMONT	0.00	0.44	0.00	0.00	0.00
VIRGINIA	4.96	5.16	5.31	5.29	0.00
WASHINGTON	16.99	13.52	18.37	24.14	23.58
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00
WISCONSIN	2.62	4.23	.	.	3.13
WYOMING	26.32	8.74	7.14	0.00	.
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	33.33	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	16.50	18.15	20.29	9.31	17.84
50 STATES, D.C. & P.R.	16.52	18.15	20.32	9.40	17.84

Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 26, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

HISPANIC

STATE	DECEASED	MOVED OUT OF STATE	WITHDRAWAL BY PARENT	UNSUCCESSFUL CONTACT	TOTAL
ALABAMA	0.00	6.38	3.96	0.00	1.29
ALASKA	0.00	9.09	0.00	0.00	5.88
ARIZONA	.	.	.	.	.
ARKANSAS	11.11	3.64	3.98	10.48	4.78
CALIFORNIA	55.32	0.00	0.00	0.00	43.11
COLORADO	16.67	31.46	31.72	45.79	30.89
CONNECTICUT	10.00	18.12	15.03	18.18	16.89
DELAWARE	0.00	33.33	0.00	0.00	8.01
DISTRICT OF COLUMBIA	0.00	28.57	50.00	0.00	16.35
FLORIDA	12.93	0.00	13.35	13.33	13.34
GEORGIA	0.00	50.00	33.33	20.00	30.00
HAWAII	0.00	3.85	1.29	1.10	2.28
IDAHO	.	.	.	.	.
ILLINOIS	0.00	21.98	9.03	10.61	10.54
INDIANA	0.00	5.49	2.52	4.39	2.21
IOWA	13.33	9.43	9.38	22.22	3.65
KANSAS	22.22	13.57	20.00	24.14	14.06
KENTUCKY	0.00	1.09	1.45	1.49	1.52
LOUISIANA	0.00	0.00	0.00	0.00	1.06
MAINE	0.00	0.56	0.36	.	0.43
MARYLAND	0.00	4.76	2.62	9.82	3.67
MASSACHUSETTS	18.86	.	25.38	40.37	20.72
MICHIGAN	2.38	3.21	3.31	4.25	3.16
MINNESOTA	0.00	12.24	0.00	.	3.70
MISSISSIPPI	0.73	0.88	0.84	.	25.13
MISSOURI	2.94	0.00	0.69	2.11	0.84
MONTANA	11.11	3.08	5.36	11.11	4.17
NEBRASKA	25.00	.	0.00	.	7.96
NEVADA	42.86	15.32	16.85	31.08	20.68
NEW HAMPSHIRE	0.00	0.00	0.00	1.03	1.07
NEW JERSEY	19.57	17.87	13.88	25.14	13.97
NEW MEXICO	57.14	44.78	45.45	52.94	50.99
NEW YORK	5.56	13.74	14.75	26.85	9.35
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	0.00	8.57	0.00	0.00	2.54
OHIO	0.00	6.03	1.20	1.85	2.94
OKLAHOMA	0.00	5.10	4.62	5.88	4.26
OREGON	16.67	3.03	2.63	12.31	8.47
PENNSYLVANIA	12.50	14.29	7.88	15.33	7.77
PUERTO RICO	100.00	98.68	100.00	100.00	99.86
RHODE ISLAND	0.00	18.60	25.00	26.67	17.07
SOUTH CAROLINA	5.00	2.88	1.23	2.35	1.26
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.34
TENNESSEE	0.00	4.66	2.15	3.53	2.60
TEXAS	39.20	35.08	40.88	53.42	40.77
UTAH	.	.	.	.	.
VERMONT	0.00	0.00	0.00	0.00	0.31
VIRGINIA	9.52	3.91	4.92	4.85	5.12
WASHINGTON	20.00	15.48	11.92	25.30	15.63
WEST VIRGINIA	0.00	0.00	0.00	0.00	.
WISCONSIN	3.33	7.58	3.66	6.14	4.41
WYOMING	33.33	5.88	7.14	0.00	9.32
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	5.88	0.00	50.00	20.55
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	18.97	12.94	16.69	20.07	17.97
50 STATES, D.C. & P.R.	19.10	13.00	16.73	20.09	18.00

Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 26, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Number of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

WHITE

STATE	COMPLETE PRIOR TO MAX AGE	EXIT TO PART B ELIGIBLE	EXIT OTHER PROGRAMS	ELIGIBILITY WITH NO REFERRALS	NOT DETERMINED
ALABAMA	0	410	73	7	0
ALASKA	25	88	0	6	18
ARIZONA	.	.	.	.	.
ARKANSAS	71	339	37	24	12
CALIFORNIA	1,113	2,752	1,120	0	0
COLORADO	28	326	15	10	11
CONNECTICUT	319	889	208	176	60
DELAWARE	10	124	66	151	28
DISTRICT OF COLUMBIA	1	2	0	0	0
FLORIDA	1,498	2,013	1,318	23	0
GEORGIA	.	.	.	.	.
HAWAII	42	46	44	19	30
IDAHO	.	.	.	.	.
ILLINOIS	303	211	14	471	4
INDIANA	622	869	754	334	15
IOWA	56	325	83	37	2
KANSAS	220	693	54	31	17
KENTUCKY	115	.	.	.	1,176
LOUISIANA	15	148	11	0	15
MAINE	195	.	.	.	33
MARYLAND	345	729	55	342	0
MASSACHUSETTS	723	2,308	168	236	211
MICHIGAN	141	1,503	50	153	401
MINNESOTA	504	1,956	.	.	17
MISSISSIPPI	511	167	149	190	98
MISSOURI	82	353	294	23	39
MONTANA	44	127	26	28	10
NEBRASKA	.	586	.	.	126
NEVADA	35	64	4	241	8
NEW HAMPSHIRE	58	393	1	.	.
NEW JERSEY	275	1,092	221	67	440
NEW MEXICO	12	43	27	13	30
NEW YORK	1,119	3,562	0	4	288
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	15	111	10	7	1
OHIO	98	272	78	149	0
OKLAHOMA	109	239	77	59	92
OREGON	27	0	0	3	0
PENNSYLVANIA	631	2,516	9	245	148
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	61	256	70	26	.
SOUTH CAROLINA	199	357	47	49	104
SOUTH DAKOTA	6	137	10	15	6
TENNESSEE	321	1,044	99	97	106
TEXAS	844	2,055	186	154	637
UTAH	.	.	.	.	.
VERMONT	10	217	16	8	2
VIRGINIA	183	668	147	147	0
WASHINGTON	103	721	60	41	60
WEST VIRGINIA	0	0	0	0	0
WISCONSIN	201	180	.	.	170
WYOMING	13	159	13	5	.
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	4	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0	1	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	11,303	31,051	5,618	3,591	4,415
50 STATES, D.C. & P.R.	11,303	31,050	5,614	3,591	4,415

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 26, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Number of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

WHITE

STATE	DECEASED	MOVED OUT OF STATE	WITHDRAWAL BY PARENT	UNSUCCESSFUL CONTACT	TOTAL
ALABAMA	9	62	56	73	690
ALASKA	0	32	21	0	190
ARIZONA	.	.	.	.	.
ARKANSAS	12	88	118	81	782
CALIFORNIA	77	0	0	0	5,062
COLORADO	19	110	110	85	714
CONNECTICUT	15	98	191	78	2,034
DELAWARE	1	4	7	1	392
DISTRICT OF COLUMBIA	0	2	0	0	5
FLORIDA	67	0	734	743	6,396
GEORGIA	0	1	2	2	5
HAWAII	1	39	33	5	259
IDAHO	.	.	.	.	.
ILLINOIS	16	55	221	171	1,466
INDIANA	43	198	366	81	3,282
IOWA	10	43	29	7	592
KANSAS	10	141	69	35	1,270
KENTUCKY	23	82	246	120	1,762
LOUISIANA	6	23	18	0	236
MAINE	4	172	269	.	673
MARYLAND	3	87	188	37	1,786
MASSACHUSETTS	132	.	202	137	4,117
MICHIGAN	31	153	96	523	3,051
MINNESOTA	13	34	3	.	2,527
MISSISSIPPI	104	195	153	.	6
MISSOURI	24	56	133	77	1,081
MONTANA	4	51	45	10	345
NEBRASKA	3	.	7	.	722
NEVADA	7	74	58	32	523
NEW HAMPSHIRE	2	52	32	93	631
NEW JERSEY	16	109	115	47	2,382
NEW MEXICO	3	26	28	4	186
NEW YORK	39	187	159	47	5,405
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	3	25	15	2	189
OHIO	17	83	133	37	867
OKLAHOMA	17	147	175	69	984
OREGON	4	32	37	52	155
PENNSYLVANIA	34	115	542	22	4,262
PUERTO RICO	0	1	0	0	1
RHODE ISLAND	4	29	70	36	552
SOUTH CAROLINA	15	59	127	32	989
SOUTH DAKOTA	2	8	14	3	201
TENNESSEE	48	148	463	359	2,685
TEXAS	52	303	1,217	301	5,749
UTAH	.	.	.	.	.
VERMONT	4	25	8	19	309
VIRGINIA	13	169	120	107	1,550
WASHINGTON	11	61	106	53	1,216
WEST VIRGINIA	0	0	0	0	.
WISCONSIN	22	170	156	51	950
WYOMING	2	31	8	3	234
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	10
NORTHERN MARIANAS	0	0	0	0	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0	4	0	0	5
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	942	3,584	6,900	3,635	69,480
50 STATES, D.C. & P.R.	942	3,580	6,900	3,635	69,465

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1998 count, updated as of September 26, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

WHITE

STATE	COMPLETE PRIOR TO MAX AGE	EXIT TO PART B ELIGIBLE	EXIT OTHER PROGRAMS	ELIGIBILITY WITH NO REFERRALS	NOT DETERMINED
ALABAMA	0.00	49.16	55.73	53.85	0.00
ALASKA	67.57	54.66	0.00	54.55	38.30
ARIZONA	.	.	.	.	.
ARKANSAS	68.93	60.75	58.73	66.67	52.17
CALIFORNIA	38.18	37.50	37.15	0.00	0.00
COLORADO	70.00	72.77	46.88	58.82	61.11
CONNECTICUT	62.67	66.44	64.40	69.02	55.56
DELAWARE	62.50	65.96	54.55	62.14	58.33
DISTRICT OF COLUMBIA	5.00	6.06	0.00	0.00	0.00
FLORIDA	57.62	57.60	57.63	58.97	0.00
GEORGIA	.	.	.	.	.
HAWAII	18.26	18.11	13.92	15.97	12.10
IDAHO	.	.	.	.	.
ILLINOIS	66.30	72.01	51.85	71.36	30.77
INDIANA	84.17	83.24	80.90	86.30	68.18
IOWA	84.85	91.81	97.65	88.10	100.00
KANSAS	77.74	73.10	73.97	75.61	80.95
KENTUCKY	89.15	.	.	.	89.29
LOUISIANA	45.45	51.39	64.71	0.00	42.86
MAINE	97.50	.	.	.	100.00
MARYLAND	73.72	70.23	48.25	69.09	0.00
MASSACHUSETTS	71.37	70.52	43.98	69.01	70.10
MICHIGAN	82.94	78.53	83.33	68.92	62.75
MINNESOTA	74.78	85.49	.	.	80.95
MISSISSIPPI	44.20	45.26	46.71	45.45	44.14
MISSOURI	91.11	80.41	89.63	88.46	78.00
MONTANA	78.57	88.19	76.47	84.85	58.82
NEBRASKA	.	83.12	.	.	84.00
NEVADA	64.81	55.17	100.00	63.09	66.67
NEW HAMPSHIRE	95.08	96.09	100.00	.	.
NEW JERSEY	67.57	64.50	78.09	84.81	55.56
NEW MEXICO	44.44	26.38	49.09	59.09	25.42
NEW YORK	84.71	74.47	0.00	8.89	48.90
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	93.75	80.43	83.33	87.50	33.33
OHIO	85.22	83.44	73.58	80.54	0.00
OKLAHOMA	75.69	75.87	82.80	76.62	71.32
OREGON	84.38	0.00	0.00	100.00	0.00
PENNSYLVANIA	77.23	78.60	90.00	77.78	19.45
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	85.92	75.74	69.31	74.29	.
SOUTH CAROLINA	57.02	50.28	62.67	58.33	47.49
SOUTH DAKOTA	75.00	77.40	52.63	75.00	60.00
TENNESSEE	71.02	72.20	56.25	69.78	65.84
TEXAS	51.53	46.45	34.25	56.62	36.32
UTAH	.	.	.	.	.
VERMONT	100.00	95.59	88.89	100.00	100.00
VIRGINIA	64.89	64.98	65.04	64.76	0.00
WASHINGTON	67.32	71.17	61.22	70.69	56.60
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00
WISCONSIN	87.77	84.51	.	.	88.54
WYOMING	68.42	86.89	92.86	100.00	.
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	100.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	2.56	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	61.37	62.67	53.09	66.19	53.64
50 STATES, D.C. & P.R.	61.44	62.76	53.13	66.86	53.65

Please see data notes for an explanation of individual State differences.
Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.
Data based on the December 1, 1998 count, updated as of September 26, 2000.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH12

Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity, During the 1998-99 School Year

WHITE

STATE	DECEASED	MOVED OUT OF STATE	WITHDRAWAL BY PARENT	UNSUCCESSFUL CONTACT	TOTAL
ALABAMA	32.14	65.96	55.45	37.24	49.39
ALASKA	0.00	72.73	37.50	0.00	53.22
ARIZONA	.	.	.	.	.
ARKANSAS	66.67	80.00	67.05	77.14	65.60
CALIFORNIA	27.30	0.00	0.00	0.00	37.36
COLORADO	79.17	61.80	59.14	44.74	63.02
CONNECTICUT	75.00	65.77	66.78	64.46	65.42
DELAWARE	100.00	44.44	77.78	50.00	61.54
DISTRICT OF COLUMBIA	0.00	28.57	0.00	0.00	4.81
FLORIDA	57.76	0.00	57.66	57.60	57.62
GEORGIA	0.00	50.00	66.67	40.00	50.00
HAWAII	8.33	30.00	10.65	5.49	15.15
IDAHO	.	.	.	.	.
ILLINOIS	69.57	60.44	76.74	54.98	67.78
INDIANA	86.00	77.65	76.73	71.05	81.64
IOWA	66.67	81.13	90.63	77.78	89.97
KANSAS	55.56	70.85	72.63	60.34	73.16
KENTUCKY	92.00	89.13	89.13	89.55	89.31
LOUISIANA	46.15	63.89	37.50	0.00	50.21
MAINE	100.00	97.18	97.46	.	97.54
MARYLAND	21.43	69.05	49.21	33.04	64.97
MASSACHUSETTS	75.43	.	61.03	42.55	67.06
MICHIGAN	73.81	81.82	79.34	51.73	69.88
MINNESOTA	76.47	69.39	75.00	.	82.77
MISSISSIPPI	37.96	43.05	42.98	.	0.60
MISSOURI	70.59	91.80	91.72	54.23	82.21
MONTANA	44.44	78.46	80.36	55.56	79.86
NEBRASKA	75.00	.	87.50	.	83.28
NEVADA	50.00	66.67	65.17	43.24	61.10
NEW HAMPSHIRE	100.00	98.11	94.12	95.88	96.04
NEW JERSEY	34.78	52.66	55.02	26.26	61.16
NEW MEXICO	42.86	38.81	36.36	23.53	33.63
NEW YORK	72.22	71.37	57.19	31.54	72.22
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	100.00	71.43	93.75	40.00	80.08
OHIO	85.00	71.55	79.64	68.52	79.61
OKLAHOMA	80.95	75.00	73.53	67.65	74.83
OREGON	66.67	96.97	97.37	80.00	87.57
PENNSYLVANIA	60.71	58.67	60.16	16.06	66.66
PUERTO RICO	0.00	1.32	0.00	0.00	0.07
RHODE ISLAND	57.14	67.44	56.45	60.00	70.86
SOUTH CAROLINA	37.50	56.73	52.26	37.65	51.81
SOUTH DAKOTA	66.67	42.11	56.00	27.27	68.84
TENNESSEE	72.73	76.68	71.12	63.32	69.72
TEXAS	41.60	51.36	41.88	25.40	42.78
UTAH	.	.	.	.	.
VERMONT	100.00	100.00	100.00	100.00	96.26
VIRGINIA	61.90	66.02	65.57	64.85	64.99
WASHINGTON	55.00	72.62	70.20	63.86	68.86
WEST VIRGINIA	0.00	0.00	0.00	0.00	.
WISCONSIN	73.33	80.57	81.68	44.74	80.51
WYOMING	66.67	91.18	57.14	42.86	83.87
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	8.33
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.00	23.53	0.00	0.00	6.85
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	51.96	65.06	57.86	48.21	59.68
50 STATES, D.C. & P.R.	52.30	65.35	58.00	48.31	59.80

Please see data notes for an explanation of individual State differences.

Percentages are based on the counts of infants and toddlers with disabilities for whom race/ethnicity were provided.

Data based on the December 1, 1998 count, updated as of September 26, 2000.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Data Notes for IDEA, Part B

These data notes contain information on the ways in which States collected and reported data differently from the OSEP data formats and instructions. In addition, the notes provide explanations of significant changes in the data from the previous year. The chart below summarizes differences in collecting and reporting data for 13 States. These variations affected the way data were reported for the IDEA, Part B child count and the educational environment, exiting, and discipline collections. Additional notes on how States reported data for specific data collections follow this chart.

Table A-1
State Reporting Patterns for IDEA, Part B
Child Count Data 1999-00,
Other Data 1998-99

	Differences from OSEP Reporting Categories Where H = Reported in the hearing impairments category O = Reported in the orthopedic impairments category P = Reported in the primary disability category R = Reported in other disability categories			
States	Multiple Disabilities	Other Health Impairments	Deaf-Blindness	Traumatic Brain Injury
Colorado		O		
Delaware	P	O		
Florida	P			
Georgia	P			
Illinois	P			
Michigan		O	H	R
Minnesota	P			
Mississippi		O		
North Dakota	P			
Oregon	P			
West Virginia	P			
Wisconsin	P			
Wyoming	P*			

* Wyoming began using the multiple disabilities category in 1999. Consequently, Wyoming child count data include multiple disabilities but non-child count data multiple disabilities are reported under the primary disability category.

Child Count

NOTE: Twelve States suggested the increases in their counts of students with other health impairments were due to increases in the identification and inclusion of students with attention deficit disorder and attention deficit hyperactivity disorders. These States include:

Florida
Georgia
Indiana
Kentucky
Maine
Nevada
New Mexico
Oklahoma
Pennsylvania
South Dakota
West Virginia
Wisconsin

Twelve States commented that the increases in counts of students with autism were a result of better diagnosis and identification of the disorder, continued reclassification of students, and improved training in methods and assessments of autism. These States include:

Alabama
California
Colorado
Connecticut
Georgia
Indiana
Kansas
Kentucky
Minnesota
Missouri
Washington
Wisconsin

Kentucky—The State thought the increase from 1998-99 to 1999-00 in the number of students with developmental delay was a result of the newness of the category.

Louisiana—The State verified the increase from 1998-99 to 1999-00 in the number of students with developmental delay. Louisiana noted that this was its first full year using this exceptionality.

Minnesota—The State attributed the increase from 1998-99 to 1999-00 in the number of children with developmental disabilities to the first-time use of this category.

New Jersey—The State indicated that in 1998 there was a change in State regulations that redefined the State category "neurologically impaired" exclusively as the Federal category traumatic brain injury (TBI). This change has resulted in a huge increase in New Jersey's and the Nation's TBI figures. In the past, the previous combination of "neurologically impaired" and "perceptually impaired" was reported under the Federal "specific learning disability" category. New Jersey indicated that most of the neurologically impaired pupils will eventually be reevaluated and classified under specific learning disability, communication impairments, some other category, or declassified as not eligible for special education. In order to minimize the disruption to national figures, the numbers reported here have been projected based on previous New Jersey reporting patterns.

New Mexico—The State indicated that the decrease from 1998-99 to 1999-00 in the number of students with orthopedic impairments was a result of training that provided staff with a better appreciation for the distinction between eligibility under IDEA and eligibility under Section 504. The increase from 1998-99 to 1999-00 in the number of students with developmental delay was a result of new State regulations allowing students to be reported in this category.

New York—The State indicated that race/ethnicity data for students ages 4 through 5 were reported in 1999-00 with race/ethnicity data for students ages 6 through 21.

Tennessee—The State suspects that the growth in the number of children with developmental delay served from 1998-99 to 1999-00 was a result of increased training of staff in the area of developmental delay.

Educational Environments

NOTE: In 1998-99 educational environments for children ages 3 through 5 were changed to reflect preschool environments. These States include:

Arkansas—The SEA provided in-service presentations on appropriate placements for special education students, with particular emphasis on instructions to LEAs on use of the least restrictive environment when determining the appropriate educational services for each student.

California—The State indicated that it could not report data for preschool students by educational environment or by race/ethnicity for 1998-99. However, these data will be available for 1999-00. California attributed the decrease from 1997-98 to 1998-99 in the number of children ages 6 through 21 served in a public separate school facility to efforts to serve more children in less restrictive environments.

Colorado—The State verified the increase from 1997-98 to 1998-99 in placements in private residential facilities and noted that these students, in general, were placed by social services and the courts rather than by school districts.

Connecticut—The State indicated that the increase from 1997-98 to 1998-99 in the number of children served in correctional facilities was due to an increase in the proportion of youth being incarcerated as adults and improved Child Find procedures within Connecticut State Department of Education correctional facilities.

Florida—The State verified the decrease from 1997-98 to 1998-99 in private residential facility and homebound/hospital placements. The State suspects that the prior year's data were overreported.

Illinois—The State indicated that some of Illinois' definitions regarding least restrictive environment do not match the Federal definitions. For example, those students who are reported as being in resource classrooms may be receiving services in the resource room from 1 percent up to 49 percent of the school day. Additionally, the count for students in separate classes includes students receiving special education and related services for 50 percent or more of the school day. Illinois noted that correctional facilities data in previous reports included only students served in locally operated jails or detention centers. Students served in State juvenile and adult correctional centers were reported for the first time in 1998-99.

Indiana—The State indicated that the decrease from 1997-98 to 1998-99 in public separate school facility placements and the increase from 1997-98 to 1998-99 in public residential facility placements were due to a change in how "day" students were reported by the State School for the Blind and by the State School for the Deaf. These students were previously reported under public separate school facility, but based on the current definition (i.e., served for more than 50 percent of the school day), it was thought that the public residential category was more appropriate.

Kansas—The State indicated that the increase from 1997-98 to 1998-99 in parent-initiated private school placements was due to a change in the formula used for counting these students. The formula was expanded to include those private and parochial school students who received their services in public schools; in the past these students were not reported.

Kentucky—The State attributed the increase from 1997-98 to 1998-99 in public residential facility to a change in how the State's largest district interpreted this category; the district increased its count by 150 students.

Louisiana—The State attributed the decrease from 1997-98 to 1998-99 in homebound/hospital placements to the greater use of interim alternative education settings.

Mississippi—The State verified the decrease from 1997-98 to 1998-99 in the number of students served 21 percent through 60 percent and more than 60 percent outside the regular class. Mississippi has made efforts to get more children in the general curriculum. The State has also made improvements in reporting.

Missouri—The State attributed the increase from 1997-98 to 1998-99 in regular education placements and the decrease from 1997-98 to 1998-99 in resource room and private residential placements to a combination of better understanding by districts of the placement categories and actual increases. Missouri noted that the parent-initiated private school placement data are submitted by private schools on a voluntary basis and hence are subject to fluctuation.

Nebraska—The State attributed the decreases from 1997-98 to 1998-99 in public separate school facility, homebound/hospital, and parent-initiated private school placements to a major conversion of its data systems that is expected to be completed by the end of the 2000-01 school year. The introduction of separate preschool placement categories also contributed to the decreases.

North Carolina—The State noted that data on private school placements are not available and that race/ethnicity data were not collected on preschool children.

Oregon—The State noted that it considers children 5 years old on Sept. 1 as school age and therefore includes them in the 6 through 21 age group.

Pennsylvania—The State verified the decrease from 1997-98 to 1998-99 in the number of children who were served more than 60 percent outside regular class and the decrease from 1997-98 to 1998-99 in the number of students served in homebound/hospital placements. The State attributed the changes to a change in the definitions used to report the data. The current data use the definitions from the Federal data reports, whereas the previous reports were sometimes prone to reporting amount of service rather than location of service. The State anticipates that these data will also change in the next report as more districts use the new definitions. Pennsylvania indicated that the increase from 1997-98 to 1998-99 in the number of students served in correctional facilities was due to the implementation of special education monitoring of correctional facilities which has resulted in more accurate documentation of students with disabilities.

Puerto Rico—Puerto Rico verified the increase from 1997-98 to 1998-99 in children served less than 21 percent outside the regular class and the decrease from 1997-98 to 1998-99 in children served 21 percent through 60 percent outside the regular class. The State indicated that during the 1998-99 school year, the Special Education Program provided orientation to school districts on the correct use of the placement categories. This training resulted in more accurate reporting. Puerto Rico attributed the decrease from 1997-98 to 1998-99 in parent-initiated private school placements to an effort by the school districts to contact parents who had unilaterally enrolled their children in private schools and offer them the option of receiving special education for their children in public schools close to their homes.

Tennessee—The State indicated that the decrease from 1997-98 to 1998-99 in private separate school facility placements was due to the closing of private facilities throughout the State. The State has also been encouraging districts to serve children in local schools.

Texas—The State verified the decrease from 1997-98 to 1998-99 in the number of students served in a public separate school facility. Texas attributed the increase from 1997-98 to 1998-99 in the number of children served in correctional facilities partially because the 1997-98 data included fewer schools from the Texas Youth Commission. The State indicated that race/ethnicity data for children with disabilities enrolled in private schools not placed or referred by public agencies were not available. Texas noted that State law mandated a change in the collection of data in several environments (Texas Education Code 42.151). Texas noted that self-contained, separate campus; multi-district class; and community class were collapsed into one "off home campus" environment. These students were all reported under public separate facility.

West Virginia—The State indicated that educational environment data for students ages 3 through 5 were collected using the age 6 through 21 placement options because State regulations containing these options still were in effect. Therefore, all students reported by local education agencies as having been served outside the regular class less than 21 percent of the school day were reported under the "early childhood setting," even though some may have been served in part-time or itinerant services settings.

Personnel

Alabama—The State verified the increases from 1997-98 to 1998-99 in vocational education teachers, physical education teachers, counselors, and non-professional staff. Alabama attributed the increase to incomplete reporting from districts on the prior report.

Connecticut—The State indicated that the increase from 1997-98 to 1998-99 in speech pathologists was due to a change in reporting methodology. In the report for the 1997-98 school year, personnel certified to teach speech- or language-disabled children were reported under total special education teachers. In the 1998-99 school year, they were reported as speech pathologists under other special education and related services personnel. The State noted that the numbers on the 1997-98 report were a count of the teachers based on their first teacher assignment only. The figures reported for 1998-99 reflect the sum of the FTEs for all teaching assignments. Connecticut indicated that separate data were not available for teachers of children ages 3 through 5; teachers serving students ages 3 through 5 were reported combined with teachers of students ages 6 through 21.

Florida—The State verified the increase from 1997-98 to 1998-99 in work-study coordinators, school social workers, employed-certified occupational therapists, and counselors. Florida thought the decrease from 1997-98 to 1998-99 in vocational education teachers was due to a few districts not submitting data. The State noted that the personnel data are a paper-and-pencil report from the districts to the SEA.

Georgia—The State changed the data collection for personnel to an annual statewide, web-based data collection. The new system was not designed to capture data on contracted personnel. The SEA is working with the Technology Services Division to include these personnel in subsequent collections.

Kentucky—The State noted that the changes in the teacher aide category were a result of the State's decision to report all teacher aides in the certified category; districts had varied greatly in their reporting in this category. The State verified the increases from 1997-98 to 1998-99 in counselors and nonprofessional staff.

Mississippi—The State indicated that the increases from 1997-98 to 1998-99 in all personnel areas were a result of more accurate reporting. In previous years, data were reported inconsistently by school districts. Hence, statewide training was instituted to ensure correct data reporting.

Missouri—The State attributed the decrease from 1997-98 to 1998-99 in the number of employed, not fully certified teachers for students ages 6 through 21 to more teachers taking advantage of a tuition reimbursement program funded by the State Improvement Grant. The State attributed the increase from 1997-98 to 1998-99 in certified interpreters and the decrease from 1997-98 to 1998-99 in not fully certified interpreters to the phasing in of new standards for certified interpreters. The State expects these figures to fluctuate over the next few years as the standards are fully implemented.

Nebraska—The State attributed the decrease from 1997-98 to 1998-99 in the number of psychologists to a major conversion of its data systems that are expected to be completed by the end of the 2000-2001 school year.

Texas—The State noted that the State Board of Education Certification (SBEC) does not maintain certification/licensing for all professionals. When certification cannot be determined through SBEC, certification was reported as fully certified.

Utah—The State indicated that the changes from 1997-98 to 1998-99 in teacher aides total employed certified, total employed not certified were due to inconsistent district reporting of personnel by certification level. Utah thought the decrease from 1997-98 to 1998-99 in teachers to serve children ages 3 through 5 was due to incorrect prior year reporting.

West Virginia—The State attributed the decrease from 1997-98 to 1998-99 in the number of counselors and the increase in other professional staff were due to improvements in reporting. In the previous report, some districts had reported total counselors rather than total special education counselors. Similarly, some districts had failed to report other professional staff on the prior report.

Exiting

Kentucky—The State indicated that the increase from 1997-98 to 1998-99 in the number of students who dropped out was a result of Kentucky's efforts to improve this data item. In 1998-99, Kentucky started collecting exclusively dropped out data; these data were then combined with residual exiters (i.e., all students who did not exit through one of the established bases) for the Federal report.

Missouri—The State attributed the increase from 1997-98 to 1998-99 in the number of students reaching maximum age, particularly students with learning disabilities, to the first time inclusion of data from the Department of Corrections. There were 88 students, 67 of whom were students with learning disabilities, reported by the Department of Corrections as having reached maximum age for services.

Nebraska—The State attributed the decreases from 1997-98 to 1998-99 in the number of students who no longer received special education, who moved and were known to be continuing, and who exited overall to a major conversion of its data systems.

Nevada—The State thought that the increase from 1997-98 to 1998-99 in the number of students who received a certificate and in the number who dropped out was due to a recent increase in difficulty in the high stakes proficiency exam that all students need to pass in order to receive a regular diploma.

Pennsylvania—The State suspects that the increase from 1997-98 to 1998-99 in the number of students who moved and were known to be continuing might be partially due to students who move several times in 1 year and were reported several times by districts.

Puerto Rico—Puerto Rico attributed the decrease from 1997-98 to 1998-99 in the number of students with mental retardation who exited through reaching maximum age for services to an overall decrease in the mental retardation population. This decrease also resulted in an overall decrease in the reached maximum age basis of exit.

Tennessee—The State thought that the increase from 1997-98 to 1998-99 in the number of students who received certificates was related to a statewide growth in the number of students with mental retardation and specific learning disabilities. Tennessee noted that many of these students, especially those with mental retardation, receive a special education certificate or a certificate of attendance in lieu of graduating with a diploma.

Texas—The State indicated that the increase from 1997-98 to 1998-99 in no longer receives special education, other health impairments was a result of additional data from schools that had not previously been reported through Texas' data system. The decrease from 1997-98 to 1998-99 in the number of students who graduated with a diploma was due to improvements in data reporting. The 1998-99 graduation data had a special education indicator added to records; in the 1997-98 data report, special education graduates were identified by matching general graduation data with the special education student database. The increase from 1997-98 to 1998-99 in the number of students who moved and were known to be continuing was a result of these data not being collected in 1997-98. The decrease from 1997-98 to 1998-99 in the number of students who dropped out was a result of improvements in data reporting. The 1998-99 data were compiled using official dropout data; in 1998-99 a special education indicator was added to the dropout data. Dropout data for the 1997-98 data report were compiled by matching general dropout data with the special education student database.

Utah—The State commented that prior years' data may have undercounted students with disabilities graduating due to reporting anomalies. These errors have been corrected.

Discipline

Maryland—The State indicated that one public agency was unable to report by race/ethnicity or disability conditions, hence its figures were only reflected in the totals.

New Jersey—The State indicated that the SEA was cooperating with Safe and Drug Free Schools in the collection of these data. The 1998-99 data were collected with a paper process that did not include suspensions nor removals by a hearing officer. New Jersey stated that it had developed a web-based data collection system for the 1999-2000 data that will include both suspensions and hearing officer removals.

Rhode Island—The State indicated that it cannot report discipline data by disability condition.

Texas—The State noted that due to different methods of collecting disability data and disciplinary data, disability data were not available for some records in the discipline database; these records were excluded from the report.

Washington—The State indicated that it will not submit discipline data for 1998-99 since it did not collect data for that year. It will submit data for 1999-00.

Wisconsin—The State indicated that 137 students were identified as having disabilities and reported on the total lines but were not identified with a specific disability.

Data Notes for IDEA, Part C

Counts of Infants and Toddlers Served

Illinois—The State reported increases in child count from 1998 to 1999, due to a massive Child Find required by the State courts. Also, eligibility requirements changed from 40-50 percent to 30 percent delay requirements. Therefore, more children were eligible for the program.

Indiana—The total increase of 30.5 percent from 1998 to 1999 is accurate and reflects successful Child Find activities. Indiana also adopted a number of biological risk factors as a basis for eligibility and has reassessed its estimate of the target population. Currently, based on the incidence of low birth weight babies, the State anticipates continued growth toward an annual enrollment of about 18,000 children.

Ohio—The State attributed the increase in the number of infants and toddlers served from 1998 to 1999 to a newly implemented statewide data collection system (Early Track) in all counties.

West Virginia—The State attributed the 51.5 percent decrease in the child count from 1998 to 1999 to difficulties encountered in implementing a new data application. The new application will allow data to be collected and entered at the local level with regular submissions to the State office. The State has not successfully completed the conversion process from the previous database and paper transfer process to the new data application. Once the conversion is completed, the State believes that its 1999 reported child count will be more in line with previous years.

Early Intervention Program Settings

Delaware—The State indicated increases in other settings has resulted from increases in services provided which are supported in a range of environments, reported largely in the other category. The State further commented that this approach has been developed to support children in natural environments.

Hawaii—The State attributes the increase in programs for typically developing children from 1997-98 to 1998-99 to efforts to provide more services in natural settings to be consistent with the IDEA Amendments of 1997. The decrease in other settings was attributed to staff identifying specific settings rather than using the generic "other." The State also credits the increase to better record keeping and collecting more detailed data.

Illinois—The State reported significant decreases in home settings and classroom settings from 1997-98 to 1998-99 because the State focused on producing an unduplicated count.

Indiana—The 52.87 percent increase in children served in the home setting is a direct result of a policy emphasizing delivery of services in natural environments and the more frequent interpretation of natural environment as being in the home. It also reflects the increase in the number of children enrolled in the program.

Michigan—The State attributes the decrease in other settings to improved use of the service provider location category. The OSEP-revised category label has improved understanding of what should be included in that setting.

New Jersey—The increase in home environments and programs for typically developing children is due to a move to provide services in natural environments.

Ohio—The increase in programs for developmental delay is due to more accurate reporting in the State's Early Track data collection system.

Oklahoma—The State reported that the decrease in other settings is due to the renewed emphasis on natural environment settings and decreased reliance on contract providers providing services in non-natural environment settings.

Early Intervention Program Exiting

Alaska—The data from this table came from an older database for which the definitions of the exit categories were not entirely consistent with the Part C requirements. The State of Alaska is implementing a new database with exit categories and definitions that are consistent with Part C definitions; therefore, the exit data for the December 1999-00 submission will be more accurate.

Alaska has a high number of children in the moved out of State category because families move to the State for jobs and often stay for short periods of time due to its remote arctic environment. Also, Alaska has a large military population, and these families often are transferred out of State after 2 years or less due to military assignments.

Delaware—The State reports that large numbers of children reported in two categories—not eligible for Part B exit to other programs and not eligible for Part B—are a function of the broad Part C eligibility definition; therefore, more of the children exiting Part C may not require further services.

Indiana—The high number of children recorded as exiting by completion of individual family service plan (IFSP) reflects the rate of success of the First Steps program.

Kansas—Kansas reported a large number of children in the moved out of State category. The State reported that families living on the border of Kansas and Missouri frequently move between States. Kansas also reported that a large number of military bases are in the State, and these families are reassigned to other States/countries. Also, Southwest Kansas and Sedgewick County in South Central Kansas have high populations of migrant workers.

Kansas reported the large number of infants and toddlers identified as Part B eligible was a function of the similarity in eligibility requirements between Parts B and C.

Montana—Montana reported a large number of children exiting because they moved out of state. The reason cited was that Montana is a very economically depressed area, which results in rapid turnover in population as parents search for viable employment. Additionally, Montana is home to Malmstrom Airforce Base; a large number of military families and their children receive services but move often.

New Jersey—The State reported high exiting rates because the majority of children served in Part C are ages 2-3, who consequently reach maximum age. New Jersey reported that followup was inadequate to determine appropriate exit categories, but also reported that the monthly reporting process has now been changed to obtain more accurate information.

Rhode Island—In response to reporting large numbers of children exiting, the State reported that it exits a number of children to other programs who enter early intervention, especially those with multiple risk conditions who are often more appropriately served by programs other than their "disability-oriented" program.

Vermont—The State, in response to questions about the large number of children exiting, reported that most of the Part C children served are referred between the ages of 2-3, and, therefore, most of them would be exiting.

Early Intervention Services

Delaware—The State reported that the significant increase in other early intervention services from 1997-98 to 1998-99 were attributable to staff underreporting assistive technology services in previous years. Part C staff have been providing technical assistance to early intervention programs on the definitions of early intervention services. As a result, programs have been reporting more accurately assistive technology services on IFSP and to Delaware's data tracking system.

Hawaii—The State attributed the increase from 1997-98 to 1998-99 in nursing services and respite care to better record keeping and collecting more detailed data.

Idaho—Upon investigation of the decrease in other early intervention services category from 1997-98 to 1998-99, the State discovered that this discrepancy was due principally to the past inclusion of "service coordination" services in that category. The State corrected this error, which accounts for the decline.

Indiana—The State reported that increases from 1997 to 1998 in assistive technology services reflect several factors: (1) increased accuracy of the integrated central demographic and financial database; (2) major increases in the number of children enrolled; and (3) greater sophistication in targeting the needs of the children served.

Michigan—The State commented that decreases in social work services were caused by a change in how the State defined the social work services category. Previously, the State included service coordination with the code for social work services. Beginning in 1998-99, Michigan no longer included service coordination in this category.

Nevada—The State reported that in previous years, programs were underreporting assistive technology services. Technical assistance has been provided to early intervention programs on definitions of early intervention services. Programs have thus begun reporting more accurately the assistive technology services on IFSPs and to Nevada's data tracking system.

Ohio—The increase in services reported is due to full implementation of the State's Early Track data collection system. The decrease in family training services is related to the increase in other early intervention services. The State suspects that the family training, counseling, home visits, and other support service categories were over-utilized in the past.

Early Intervention Personnel

Connecticut—The State attributed the staff increase to a large growth in the number of children served.

Illinois—The State commented that the increase in personnel numbers is the result of a court decision that required the State to conduct a massive personnel recruitment to meet the needs of the increased number of children in the program. The State suspects that the count of orientation and mobility specialists was excessively high because developmental therapists were reported in that category. In the next data collection period, the State will include developmental therapists under special instruction and report this category under other professional staff. Illinois has had changes in Part C data management staff and is working to improve the quality of the personnel data reported. The State further noted it currently has no process to collect counts of paraprofessionals because they do not bill the State directly.

Indiana—The State reported that professional staff decreases from 1997 to 1998 of physical therapists, other staff, and total staff are a reflection of increasingly accurate data collection from an integrated central demographic and financial database.

Louisiana—The decrease in the FTE of paraprofessionals employed and contracted to provide early intervention services is indicative of the State's efforts to meet the intent of Federal regulations regarding personnel standards. In Louisiana, paraprofessionals are not considered "qualified providers" of early intervention services under Part C. They work as support staff in the local education agency (LEA) and early intervention programs. The State expects to see a continued decrease in the number of paraprofessionals reported. The State provided two reasons for the decrease in the total number of staff employed. First, early intervention services are provided by LEAs and public and private providers, and not all providers are submitting data. Second, the State has experienced a decline in the number of qualified providers due to a reduction in the already low Medicaid reimbursement.

Michigan—One of the larger districts in the State reported an increase of 35 individuals with an FTE increase of 22.35 in the social worker category.

Ohio—The increase in personnel from 1997 to 1998 is because Early Track was fully implemented in all 88 counties. The decrease in other professional staff is related to the more accurate reporting in the other personnel areas, such as nurses, occupational therapists, physical therapists, etc.

APPENDIX B

ACTIVITIES OF THE REGIONAL RESOURCE CENTERS

The Regional Resource and Federal Center Program assists State education agencies (SEAs) in building their capacity to improve services for infants, toddlers, and children with disabilities. The role of the six Regional Resource Centers (RRCs) is to provide advice and technical assistance as well as distribute information to administrators and educators in SEAs, local education agencies, and other appropriate public agencies. Information related to the activities conducted by the RRCs is included in every OSEP Annual Report to Congress.

Technical Assistance to States: The Regional Resource and Federal Center Network

The Office of Special Education Programs (OSEP) provides guidance and support to States implementing the Individuals with Disabilities Education Act (IDEA) through a variety of technical assistance and information dissemination projects. Prominent among these is the Regional Resource and Federal Center (RRFC) Network. This section of the *Annual Report to Congress* provides a general overview and assessment of the RRFC Network, illustrates its unique technical assistance capacity, and features RRC assistance provided to States in their self-assessment and planning activities under OSEP's new Continuous Improvement Monitoring Process (CIMP). That assistance has begun to affect attitudes, practices, and approaches in the States.

Overview of the RRFC Network

The RRFC Network is a national program of technical assistance and information dissemination designed to help state education agencies (SEAs) and Part C lead agencies improve their systems of early intervention, special education, and transition services through the development and implementation of policies, programs, and practices focused on enhancing educational results for infants, toddlers, and children with disabilities. The Network is composed of six RRCs serving all States and Territories and the Federal Resource Center (FRC). The current six RRCs and the FRC have been funded since October 1998 through cooperative agreements and contracts that are projected to continue through May 2003. The FRC supports RRC work in States by coordinating information and activities across regions and by serving as a key connection with the other technical assistance and dissemination projects funded by OSEP and the Rehabilitation Services Administration (RSA) within Office of Special Education and Rehabilitative Services (OSERS).

The RRFC Network provides both proactive and responsive technical assistance on a variety of issues affecting children with disabilities and their families. Since October 1998, the Network has collectively responded to over 2,100 requests for information on research, policies, and practices. More than 460 technical assistance agreements have been negotiated with States to help improve services and supports for this population. Technical assistance has been provided on hundreds of issues affecting the lives of children ages birth through 21.

The RRCs are linked to each other and to other OSEP-funded projects through a system of RRFC liaisons and national RRFC work groups. An assigned RRFC network liaison is responsible for regular communication with each of the national OSEP-funded projects about RRFC roles, functions, and initiatives and helps link RRCs to that project's efforts. Work groups involve representatives from other relevant projects and meet via monthly teleconferences. Current work group issues include:

- Content areas of critical importance (e.g., monitoring, large-scale assessment, State Improvement Plans, and grants);
- RRFC administrative or coordination issues (RRFC policy direction, evaluation and reporting, information services); and
- National technical assistance events and products (e.g., technology use for dissemination, alternate assessment forum, OSEP leadership conference).

General Evaluation of the RRCs

In the 2000-2001 school year, the RRCs underwent a third-party evaluation that included self-studies by each RRC, a survey of other technical assistance and dissemination projects funded by OSEP, and a survey of State "customers." Data are still being gathered and analyzed; however, preliminary results indicate that the RRC program is viewed as a critical link in the research-to-practice chain and is well regarded by the State clients. For example, over 80 percent of the State-level respondents who had requested services related to IDEA implementation reported that the quantity of *services were adequate* to meet their needs and were *provided in an effective manner.* Ninety-six percent of the users of technical assistance from RRCs attributed their satisfaction to *timely responsiveness to our requests for assistance.*

In addition, the RRCs are viewed by other OSEP-funded projects as essential links in the information development, transfer, and grant application process. Over 75 percent of the respondents indicated that they were "very clear" about the RRC role, mission, services, and Network structure. No project responding to a question about the RRC role said that the RRCs duplicated their project's efforts. Regular communication among RRCs and other projects was reported as the norm. When asked what they thought were the benefits of the RRC Network as a whole, project respondents suggested a variety of linking functions. A few comments from respondents are illustrative:

> [The benefits of the RRC Network as a whole include] Regional and State-specific responses and capacity development for national initiatives. Implementation requires support and linkages to resources. The RRC structure addresses this need.
>
> RRC experiences inform the national effort and give a "reality check" so that we can gauge the plausibility of emerging ideas. This potential can only be carried out by regional/State-specific organizations. For the potential to be realized, RRCs must stay responsive to States and continually seek linkages.
>
> The RRC network supports the development of pockets of expertise at individual centers that are efficiently made available to other centers and the larger community of users. I've been very impressed by the ability of [RRC] information specialists . . . to go out and see if any RRC has done [a particular type of] work.
>
> RRCs serve as models of collaboration.

The RRCs' primary clients, SEA survey respondents, also reported high degrees of satisfaction with the services they have received and noted the positive impact of the RRC Network's structure, function, and effectiveness as a model for supporting State capacity building and effecting systemic change. For example:

> We have been extremely pleased with the services and assistance provided by the RRC. They are critical to our mission.
>
> The RRC is staffed with professionals who are designed to assist States with capacity building and systemic change.
>
> I believe the RRC structure is an effective model in that they provide a wide range of resources for States and are easily accessible.
>
> I couldn't begin to express how exemplary the RRC network is, but we utilize their services consistently and frequently.
>
> They understand how the Federal government works and what the State's responsibilities are.

Both the State customers and the other OSEP-funded projects consider the regional structure of the RRFC Network a critical factor in the timely delivery and reality base of RRC services.

The RRC Roles in CIMP

Because State requests for assistance with CIMP represent an increasing portion of RRC work, the remainder of this report uses CIMP to illustrate how new or emerging needs are addressed by the RRCs. In the case of the CIMP, RRCs have increased their capacity to provide in-depth technical assistance at national, regional, and State-specific levels. Initial data indicate wide client satisfaction with the assistance and positive effects within the States.

RRFC Capacity Building, Preparation, Resource Development, and Networking on CIMP. As a new issue or initiative arises, RRCs prepare to assist States via staff training and resource sharing on the issue in question as well as development, gathering, and synthesis of resource materials. In the case of CIMP:

- All RRCs participated in the OSEP "Monitoring Academy" to prepare them to provide assistance on the CIMP.
- Almost all RRC staff are involved and trained, but RRCs usually assign a staff member or two to keep all staff up-to-date, provide information to and from OSEP regarding the monitoring process, and to stay abreast of activities in each State. RRC monitoring staff report on activities in other regions, lead staff in brainstorming and planning monitoring activities in each State, assist with site planning and facilitation, and coordinate access to written materials.
- The RRFC monitoring work group conducts monthly teleconferences to exchange experiences and resources and to help prepare for national activities.
- Information is collected from each monitoring activity and made available to staff and to the entire RRC Network through the RRC Information Centers.
- RRCs work with OSEP to facilitate planning and input sessions on the monitoring process, including an October meeting on development of State Improvement Plans and a November stakeholder meeting on the overall monitoring process.
- The RRCs worked with OSEP to develop and maintain a National Monitoring and Promising Practices web site.

National and Multiregional Activities. To assist States efficiently and effectively on an issue, the RRCs will often coordinate national and multiregional training events and collaborate on products that are important resources for many States. For example, OSEP, the RRFC Network, and NECTAS collaborated to conduct

Summer Institutes 2000 for SEAs and Part C lead agencies to build their capacity to conduct self-assessments of their Part B and Part C programs. The institutes were held July 13-14 in Salt Lake City, Utah, and July 18-19 in Chicago, Illinois. There were 262 people from 45 States at the Salt Lake institute and 140 representatives from 36 States at the Chicago institute. Participants and presenters included staff from SEAs, Part C lead agencies, RRCs, NECTAS, and OSEP.

The outcome evaluation results indicated a high level of satisfaction regarding the value of the institutes. On a scale of 1-5, with 5 being high, the mean satisfaction score for both institutes was 4.45. Some comments made by Part B and Part C participants included:

> This was one of the best activities conducted by the U.S. Department of Education; it really demonstrated a collaborative effort between the Department and other technical assistance and dissemination projects.
>
> The institute gave our State team valuable information regarding the self-assessment process, we are excited to return and begin a self-assessment of our Part C and B programs.
>
> The institute gave our State team an opportunity to collaborate and get to know the OSEP staff; they provided the direction we needed to begin this important process.
>
> This was the first time Part B and Part C staff came together to work on a common goal. We commend OSEP and the RRCs for doing an outstanding job in organizing and implementing the institute, it was time well spent.

RRCs may partner with other OSERS-funded organizations to support State assistance. In a national effort to make IDEA, its regulations, and OSEP-approved assistance papers widely and inexpensively available to policy makers, educators, families and others, the Western RRC joined with three other technical assistance and dissemination projects to produce a national compact disc (CD-ROM). The CD-ROM has a browser for efficient search capacity and is available in annual editions with update links so that agencies and individuals have immediate access to the latest information on practices and compliance with the law.

RRCs also collaborate across regions on a less-than-national basis when appropriate. For example, the Mid-South and Northeast RRCs co-sponsored a pre-institute for Self-Assessment prior to the Salt City and Chicago institutes to help the six States in their adjacent regions be well prepared for the information provided at the institutes. Participants also praised this event as an effective way to help States.

Finally, the RRCs draw upon each other. The States in the Mountain Plains region were among the first to experience CIMP. The director of that center has been called upon by other RRCs to serve as a consultant to the States in other RRC regions on several occasions, speaking on regional conference calls, presenting at regional conferences, and providing advice and counsel based on his early and ongoing experiences. Similarly, when Puerto Rico requested assistance in CIMP, the Southeast RRC called upon a staff member from the Northeast RRC who was a native of Puerto Rico, to assist, translate, and help ensure cultural sensitivity. In the evaluation of their steering committee meeting, participants commented on the "convenience that the TA provider spoke our language." Another participant wrote that "Her presentation was clear and, above all, the overheads in Spanish were great and hit the target. Something very positive is that she knows our culture and understands our concerns."

Regional Activities. Multistate activities within the RRC regions provide the opportunity for States to learn from each other on a more interactive basis than national, large-scale events allow. Participants in events and recipients of products express a high degree of satisfaction with any RRC efforts that allow them to interact with peers in other States. The regional activities in 1999-2000 included:

- A wide range of regional conferences, training events, conference calls, and updates on the OSEP monitoring process through forums for SEA special education directors, Part C lead agencies, and regional work groups;

- Ongoing dissemination of information about CIMP and continuing contact with States in the regions to keep them updated on the latest news regarding the process, to share information regarding data collection and self-evaluation, and to provide them with copies of other States' products and formats to be used as models; and

- Development of documents and resources materials. For example, the Great Lakes RRC (GLARRC) developed two reference documents, one on the most common Part B data sources and one on Part C data sources, as resource material for States preparing their self-assessments. GLARRC has also created a working draft document that illustrates the linkage between the language in IDEA and its requirements and the CIMP indicators. The Western RRC designed, produced, and launched the use of a CD-ROM to distribute IDEA regulations and statute information. An annual national edition and customized versions for three States have been developed to date.

State-Specific Activities. National, multiregional, and regional activities represent only a small portion of the assistance RRCs provide to States on CIMP. The majority of time is spent with individual States. RRCs have provided a variety of technical assistance to over 35 States that initiated or conducted self-assessments and public input sessions and to those that are starting on improvement planning. During some intense development periods, RRC staffs were engaged with State teams weekly. The table below briefly illustrates the types of technical assistance and activities provided to States.

Types of Technical Assistance	Related Activities
Information and materials	Collecting and compiling self-assessments from other States, parent/administrator surveys, examples of data sources.
Conceptualization, planning, and preparation for CIMP phases	Participation in and facilitation of planning meetings, helping determine/promote the involvement of parents and consumers as stakeholders on steering committees, designing self-assessment activities and forms, preparing information to facilitate public input.
Awareness and communication	Providing overviews of the CIMP to steering committees and State advisory committees, helping develop plans for public awareness.
Consultation, process facilitation, and State staff training during self-assessment	Convening meetings with Part B and Part C administrative staff to initiate planning, instructing staff regarding the CIMP, presenting data analysis summaries, providing data consultation and assistance, facilitating public input sessions.
Process, output, outcome, and impact evaluation	Designing and implementing evaluations and providing ongoing feedback, compiling evaluation reports.
Linking and networking	Facilitating opportunities for State representatives to shadow and learn from other States being monitored.
Consultation, facilitation, and other support to make changes	Attending OSEP on-site visits as observers to help the States plan adequate responses, assist in designing a framework to respond to the monitoring report, facilitate meetings with OSEP and steering committee to develop improvement strategies, develop technical assistance to support the State's ability to implement improvement strategies that address monitoring findings.

Client Satisfaction and Initial Effects of RRC Assistance on CIMP. The RRCs have provided hundreds of technical assistance activities on CIMP, and the State recipients of those services are highly complimentary of this Network provided by OSEP. One client's feedback is illustrative of the level of satisfaction:

> [RRC] staff did " . . . an excellent job prior, during and post the public forums. Their skills in facilitating these large groups should be commended . . . they demonstrated the range of skills necessary to gather the kind of information that the Federal government required. In addition, the staff was extremely effective and accurate in conveying information to the Federal staff and mediating any potential

> difficulties. Overall, we felt supported by the NERRC staff and were very pleased that they were with us through this difficult process."

Since change is typically a 3- to 5-year process, the long-term effects of the CIMP and the assistance provided to States by the RRCs have yet to be fully realized. However, a number of effects are being observed:

- Part B and Part C lead agency staff know more about each other's contexts, mandates, programs, and personnel, and there is increased interaction and collaboration on issues beyond CIMP.
- Participants in the CIMP exhibit increased awareness, knowledge, and skills regarding IDEA requirements, promising practices, and the use of data for decision making (e.g., how to consider State data in relation to national comparison data).
- New data collection and analysis systems are being developed to provide better monitoring data in the future.
- State agency personnel increasingly appreciate the perspectives of parents, consumers, and local service providers.
- SEAs and Part C lead agencies have increased capacity to implement the OSEP monitoring process; further, many aspects of the process, especially self-assessment, are being adapted by States for monitoring local programs.
- State staff and other stakeholders have increased access to up-to-date information and resources regarding promising practices in special education and, to some extent, general education.
- There is increased collaboration, information sharing, and networking among the State directors of special education and their staffs within and across regions.

Most important, critical and previously unidentified needs are emerging, and activities are being initiated to address those needs. Some key issues receiving increased attention are transition (Part C to Part B, grade to grade, and school to postschool), access to and progress in the general curriculum, and the broad area of SEA general supervision.

Summary

Monitoring activities and support to States represent an area of RRC assistance increasingly requested in recent years. The RRCs have responded by strengthening their capacity to support States in this important area. RRC assistance, at national, regional, and State levels has had a positive effect on State policies and practices, interagency relationships, and, ultimately, on programs, services and results for children with disabilities. The RRCs represent a vital component of the national technical assistance and information dissemination infrastructure that links policy development to policy implementation and research to practice at the State and local levels. With over 460 technical assistance activities and nearly 2000 information responses in scores of other topical areas, the RRFC Network continues to serve a critical linking and support role in ensuring that the expectations of the IDEA are met for all infants, toddlers, and children with disabilities and their families.

☆U.S. GOVERNMENT PRINTING OFFICE:2002-718-864/96359

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EFF-089 (5/2002)